



## Institution Application Bronze and Silver Award



City, University of London

Bronze Award Athena SWAN  
application and Action Plan

November 2016



<b>Name of institution</b>	City, University of London
<b>Date of application</b>	30 <sup>th</sup> November 2016
<b>Award Level</b>	Bronze
<b>Date joined Athena SWAN</b>	February 2014
<b>Current award</b>	None
<b>Contact for application</b>	Professor Richard Verrall
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## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF THE INSTITUTION



**Professor Sir Paul Curran**  
**President**

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Ms. Sarah Dickinson Hyams  
Head of Equality Charters  
First Floor, Westminster Tower  
3 Albert Embankment  
London  
SE1 7SP

30<sup>th</sup> November 2016

Dear Ms. Dickinson Hyams

I am delighted to submit this application for the Bronze Athena SWAN award on behalf of City, University of London ('City'). I confirm that it is an accurate appraisal. Following our unsuccessful application in November 2014 we reviewed the feedback thoroughly and started a new process to apply under the expanded Athena SWAN Charter while we developed City's new *Vision & Strategy 2026 (V&S26)*. This process and our application have had my full support and commitment throughout. As I said to colleagues at the start of the process: *"our staff must have an equal opportunity to make the most of their talents; the alternative would be unfair, wrong and a terrible waste."*

City's transformational journey began in 2011 when the need for urgent change led to our *Strategic Plan 2012 to 2016* which had a decidedly "top-down" feel. We have achieved much since then and our reputation for high quality education and research has grown significantly. This culminated in our successful application to join the University of London in September 2016.

Despite these achievements, we know there is more to be done and the inclusive process to develop V&S26 began in mid-2015 when we started to engage extensively with staff, students and

stakeholders. Our ten-year strategy will succeed only through the dedication of our staff and we will be guided by our five values: to be *ambitious; collaborative; a community, diverse & inclusive; and organisationally self-confident.*

The development of our Athena SWAN application involved similar extensive staff engagement. An evidence-based Action Plan emerged to which we are committed.

I will ensure that we implement actions over the next four years with investment in place to support this. Some will be completed quickly but more importantly, we are setting the foundation for lasting structural changes to the benefit of our staff, students and ultimately the institution.

They will include an increased proportion of female Professors overall and in higher bands; and an increased proportion of female leaders.

We also expect diverse representation and 30% female membership on our Governance and Executive committees.

Our Council has agreed to change the Ordinance on Council membership such that 30% of Council and 30% of independent members of Council are female. Moreover, I recently joined the '30% Club' and our Chair of Council, senior colleagues and I will play an active part in Higher Education and Business School Working Groups of the UK Chapter.

Additionally, during my six years at City, I have introduced Professorial Banding and personally oversee all external and internal professorial appointments. To raise the profile of diversity at City, I added an award for Outstanding Contribution to Equality and Diversity to my annual President's Awards.

I emphasise our expectation that the Action Plan will bring benefits to all our staff, particularly women and people with other protected characteristics. I do not underestimate the challenge but remain confident that with the energy of colleagues across City and the sustained commitment of the senior team we will succeed in achieving real change.

Yours sincerely,



Professor Sir Paul Curran  
President

Section 1	
Actual word count	499
Recommended word count	500

## Submission Notes

Data are presented over the last four years and split by AHSSBL and STEMM where appropriate. Areas classified as Non AHSSBL and STEMM cannot be aligned to either.

Actions are referenced in the application and set out in full in the Action Plan pages 66 – 101.

Internal acronyms have been defined where they are initially introduced. All acronyms are defined on pages 102 – 103. Definitions of terms denoted in bold in the application can be found on pages 103 – 104.

Where 'Professors' are noted in tables alongside banded Professors the former are not within bands. In the text and graphs, references to Professors indicate all Professors unless otherwise stipulated.

Where 'Research' is noted in tables this means all staff on research-only contracts e.g. Research Assistants, Research Fellows and Senior Research Fellows. These are distinct from staff on academic contracts.

Associate Professors were introduced at City in 2013/14 to allow staff pursuing an education career pathway to progress beyond Senior Lecturer. The role is occupied by a very small number of people (1 man and 3 women as at 31.10.16) and therefore data on this have not been presented separately. For a similar reason, promotions to this level are not included, as again the numbers are very small.

Bronze Application Word Count	
Actual Application Word Count	9,962
Recommended Word Count	10,000

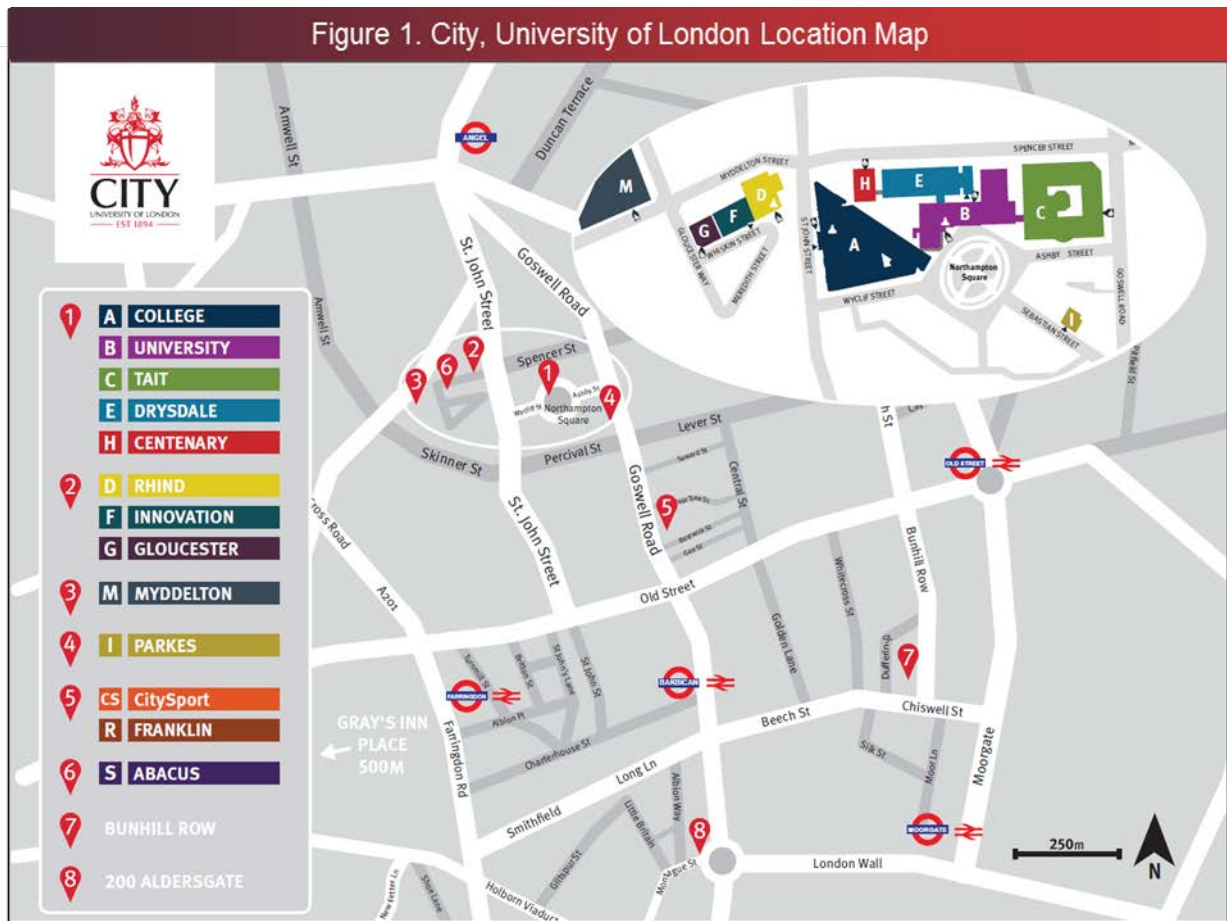
## 2. DESCRIPTION OF THE INSTITUTION

### (i) Information on where the institution is in the Athena SWAN process

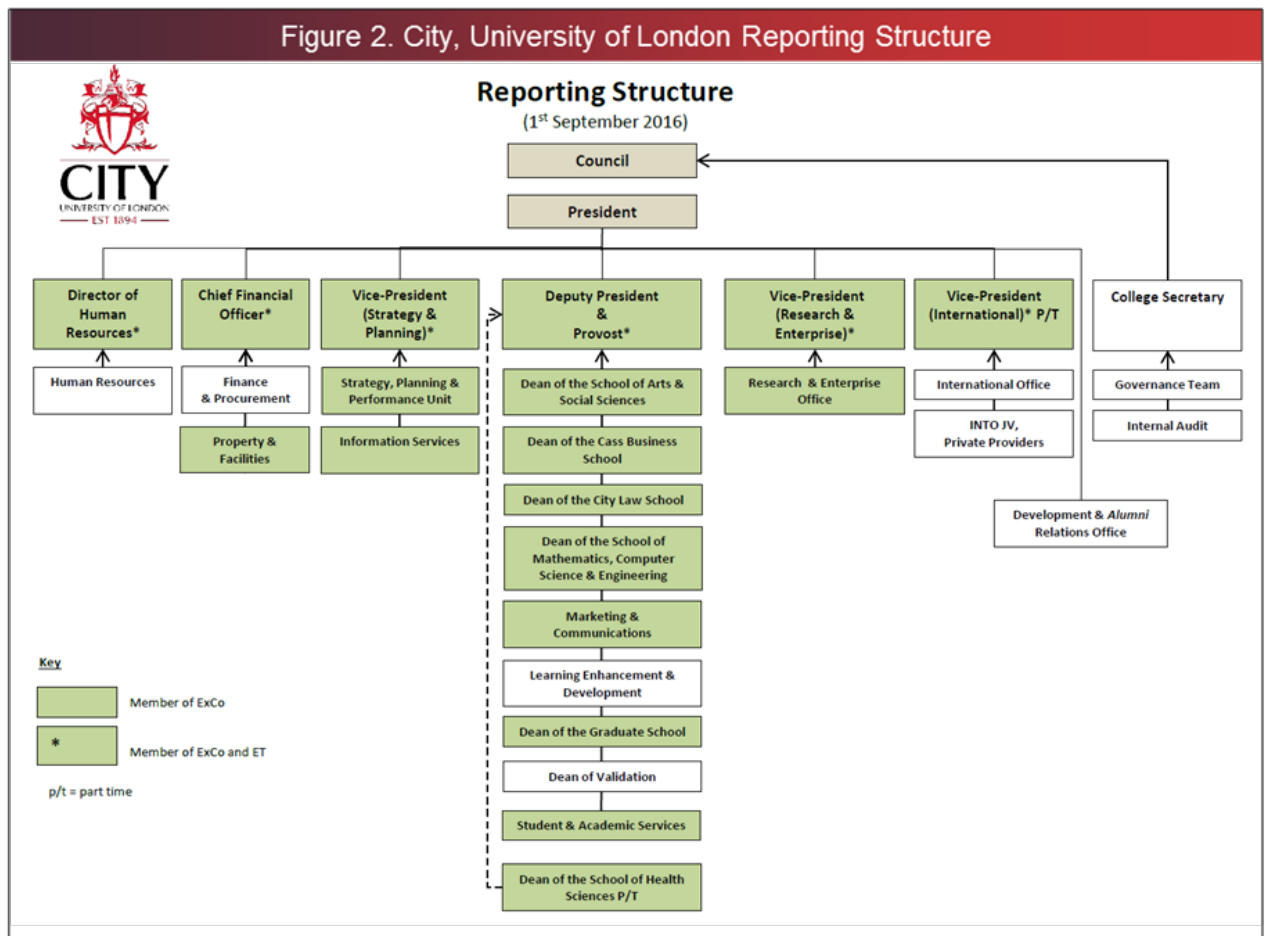
City joined the Athena SWAN Charter in February 2014 and received an unsuccessful Bronze Award outcome in November 2014. We reviewed the feedback from our unsuccessful application and decided to re-apply with the process managed more holistically as a corporate project, involving wide staff engagement. As a result, equality and diversity are now high priorities for City. We have an Athena SWAN Action Plan, which has enthusiastic commitment across the institution and diversity and inclusiveness is enshrined in our V&S26 as a guiding value. We have come a long way since the disappointment of our previous application.

### (ii) Information on City's teaching and research focus

City is a leading global institution located in central London (Figure 1). We attract over 19,000 students from more than 150 countries and academic staff from over 50 countries.



City's distinctiveness derives from our commitment to academic excellence and focus on business and the professions. Figure 2 provides an overview of the reporting structure.



Our academic range is broad-based and we are organised into five Schools (Figure 3), with strengths in business; law; health sciences; mathematics; computer science; engineering; social sciences; and the arts including journalism.

City's commitment to enhance further the quality of education and student experience is emphasised in V&S26 and we are ranked as the third university in London for student satisfaction in the National Student Survey 2016.

Our *Strategic Plan 2012 to 2016* committed us to double the proportion of our staff producing world-leading (4\*) or internationally excellent (3\*) research and we achieved this in the REF 2014.

The improvement in the quality of education and research was key to the success of our application to join the University of London on 1<sup>st</sup> September 2016.

Figure 3. Schools within City and the Proportion of Female Academic Staff and Students



(iii) The number of staff and list and size of departments

In 2015/16 City employed 1,919 staff: 852 academic (including research-only) staff and 1067 Professional Services staff (Tables 2.2 and 2.3). In addition there were 1,200 hourly paid visiting staff. Headcount (rather than FTE) is used throughout this application.

Table 2.1 summarises the total number of staff in AHSSBL and STEMM.

Table 2.1 Summary of Staff Data at 31.07.16				
	Total no. of all Staff	% of all Staff	No. of Females	% Female
AHSSBL	597	31	293	49
STEMM	565	29	273	48
Non AHSSBL & STEMM	757	39	377	50

There were 443 academic staff in STEMM (52% of City academics) and 390 in AHSSBL (46% of City academics).

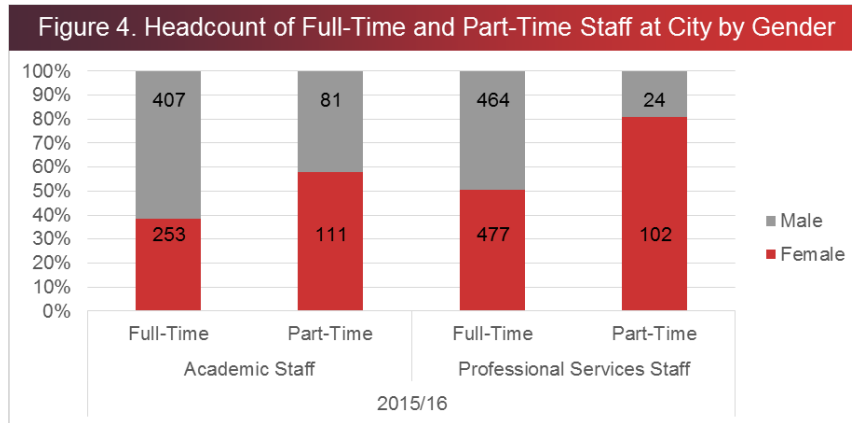
**Table 2.2 Headcount of Academic Staff by Department within AHSSBL and STEMM at 31.07.2016**

	Headcount				Department Size
	Female	Male	Total	% Female	
<b>AHSSBL</b>	<b>158</b>	<b>232</b>	<b>390</b>	<b>41</b>	
School of Arts & Social Sciences Total	76	70	146	52	
School of Arts & Social Sciences	0	1	1	0	Small
Centre for Comparative Social Surveys	8	3	11	73	Small
Centre for Creative Writing, Publishing & Translation	8	2	10	80	Small
Centre for Cultural & Creative Industries	10	1	11	91	Small
Centre for Food Policy	5	2	7	71	Small
Centre for Languages	1	0	1	100	Small
Economics	8	17	25	32	Small
International Politics	7	14	21	33	Small
Journalism	15	14	29	52	Small
Music	1	7	8	13	Small
Sociology	13	9	22	59	Small
Cass Business School Total	42	113	155	27	
Dean's Office	2	0	2	100	Small
Faculty of Finance	14	48	62	23	Medium
Faculty of Management	26	65	91	29	Medium
The City Law School Total	40	49	89	45	
Academic Programmes	17	29	46	37	Small
Professional Programmes	23	19	42	55	Small
The City Law School	0	1	1	0	Small
<b>STEMM</b>	<b>200</b>	<b>249</b>	<b>449</b>	<b>45</b>	
School of Arts & Social Sciences Total	32	22	54	59	
Psychology	32	22	54	59	Medium
Cass Business School Total	3	19	22	14	
Faculty of Actuarial Science & Insurance	3	19	22	14	Small
School of Health Sciences Total	138	59	197	70	
Dean's Office	6	0	6	100	Small
Health Services Research & Management	29	11	40	73	Small
Language & Communication Science	23	9	32	72	Small
Midwifery & Radiography	26	8	34	76	Small
Nursing	38	17	55	69	Medium
Optometry & Visual Science	16	13	29	55	Small
School of Health Sciences	0	1	1	0	Small
School of Mathematics, Computer Science & Engineering Total	27	149	176	15	
Civil Engineering	4	20	24	17	Small
Computer Science	9	41	50	18	Medium
Electrical & Electronic Engineering	5	30	35	14	Small
Mathematics	5	14	19	26	Small
Mechanical Engineering & Aeronautics	4	43	47	9	Medium
School of Mathematics, Computer Science & Engineering	0	1	1	0	Small
<b>Non AHSSBL &amp; STEMM</b>	<b>6</b>	<b>7</b>	<b>13</b>	<b>46</b>	
Learning Enhancement & Development	5	2	7	71	Small
President's Office Total	1	5	6	17	Small
<b>Total</b>	<b>364</b>	<b>488</b>	<b>852</b>	<b>43</b>	

Table 2.3 Headcount of Professional Services Staff by Department at 31.07.2016

	Headcount				Department Size
	Female	Male	Total	% Female	
<b>School of Arts &amp; Social Sciences Total</b>	<b>34</b>	<b>14</b>	<b>48</b>	<b>71</b>	
Academic Services	21	11	32	66	Small
Centre for Comparative Social Surveys	2	2	4	50	Small
Centre for Food Policy	2	0	2	100	Small
Dean's Team	7	0	7	100	Small
Professional Services	2	1	3	67	Small
<b>Cass Business School Total</b>	<b>103</b>	<b>58</b>	<b>161</b>	<b>64</b>	
Academic Administration	8	3	11	73	Small
Academic Quality & Standards	3	2	5	60	Small
Centre for Charity Effectiveness	5	1	6	83	Small
Dean's Office	4	2	6	67	Small
Enterprise Education	2	3	5	40	Small
Executive Education	8	4	12	67	Small
Faculty of Finance	2	1	3	67	Small
Faculty of Management	2	5	7	29	Small
MBA Programme	14	8	22	64	Small
MSc Programme	26	9	35	74	Small
Postgraduate Careers Department	12	3	15	80	Small
Research Programme	3	4	7	43	Small
Undergraduate Programme	14	13	27	52	Small
<b>The City Law School Total</b>	<b>16</b>	<b>10</b>	<b>26</b>	<b>62</b>	
School Administration	16	10	26	61	Small
<b>School of Health Sciences Total</b>	<b>49</b>	<b>23</b>	<b>72</b>	<b>68</b>	
Dean's Office	5	3	8	63	Small
Divisional Support	3	3	6	50	Small
Health Services Research & Management	1	0	1	100	Small
Language & Communication Science	0	1	1	0	Small
Midwifery & Radiography	1	0	1	100	Small
Nursing	2	4	6	33	Small
Optometry & Visual Science	6	2	8	75	Small
Student & Academic Administration	31	10	41	76	Small
<b>School of Mathematics, Computer Science &amp; Engineering Total</b>	<b>37</b>	<b>25</b>	<b>62</b>	<b>60</b>	
Computer Science	1	5	6	17	Small
Electrical & Electronic Engineering	0	2	2	0	Small
Mechanical Engineering & Aeronautics	1	10	11	9	Small
School of Mathematics, Computer Science & Engineering	35	8	43	81	Small
<b>Professional Services Total</b>	<b>340</b>	<b>358</b>	<b>698</b>	<b>49</b>	
Development & Alumni Relations	14	4	18	78	Small
Finance	19	21	40	48	Small
Governance Team	4	1	5	80	Small
Human Resources	24	14	38	63	Small
Information Services	79	123	202	39	Large
Internal Auditors	2	1	3	67	Small
International Partnerships & Development	3	4	7	43	Small
Learning Enhancement & Development	26	12	38	68	Small
Marketing & Communications	32	26	58	55	Medium
President's Office	3	1	4	75	Small
Property & Facilities	31	87	118	26	Large
Research	8	1	9	89	Small
Research & Enterprise Office	10	8	18	56	Small
Student & Academic Services	80	49	129	62	Large
Students' Union	5	6	11	45	Small
<b>Total</b>	<b>579</b>	<b>488</b>	<b>1067</b>	<b>54</b>	

A higher proportion of part-time female staff across City is recognised.



(iv) The total number of departments and total number of students

The proportion of female students at City has been relatively steady at 55% (Table 2.4). This is also evident when broken down by STEMM and AHSSBL (58% and 53% respectively) in 2015/16. Generally in AHSSBL subjects, females make up the majority in all Schools except Cass.

**Table 2.4 Headcount of Students by Level of Study**

	2012/13			2013/14			2014/15			2015/16			
	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	Other	%
<b>AHSSBL</b>	<b>4823</b>	<b>4413</b>	<b>52</b>	<b>4808</b>	<b>4590</b>	<b>51</b>	<b>5514</b>	<b>4908</b>	<b>53</b>	<b>5929</b>	<b>5213</b>	<b>0</b>	<b>53</b>
Short Courses	16	12	57	26	13	67	45	47	49	64	36	0	64
UG	1672	1340	56	1818	1554	54	2225	1810	55	2404	2020	0	54
Graduate	119	116	51	117	121	49	152	116	57	150	122	0	55
PG	2926	2879	50	2735	2831	49	2903	2829	51	3171	2922	1	52
Research	90	66	58	112	71	61	189	106	64	140	113	0	55
<b>STEMM</b>	<b>4825</b>	<b>3515</b>	<b>58</b>	<b>5411</b>	<b>3668</b>	<b>60</b>	<b>5094</b>	<b>3690</b>	<b>58</b>	<b>5389</b>	<b>3930</b>	<b>0</b>	<b>58</b>
Short Courses	474	128	79	1206	336	78	1176	303	80	929	180	0	84
UG	2358	1791	57	2216	1738	56	2023	1804	53	2273	1878	0	55
Graduate	23	1	96	20	2	91	0	0	0	21	2	0	91
PG	1763	1388	56	1747	1351	56	1724	1342	56	1890	1557	0	55
Research	207	207	50	222	241	48	171	241	42	276	313	0	47
<b>Total</b>	<b>9648</b>	<b>7928</b>	<b>55</b>	<b>10219</b>	<b>8258</b>	<b>55</b>	<b>10608</b>	<b>8598</b>	<b>55</b>	<b>11318</b>	<b>9143</b>	<b>1</b>	<b>55</b>

In STEMM, 86% of students in SHS are female compared to 25% in SMCSE (Table 2.5). The definition of STEMM subjects within City's portfolio skews the data towards female students and it is therefore more insightful to consider data at School level.

Table 2.5 Headcount of Students by Department

	2012/13			2013/14			2014/15			2015/16			
	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	Other	%
<b>AHSSBL</b>	<b>4823</b>	<b>4413</b>	<b>52</b>	<b>4808</b>	<b>4590</b>	<b>51</b>	<b>5514</b>	<b>4908</b>	<b>53</b>	<b>5929</b>	<b>5213</b>	<b>1</b>	<b>53</b>
Cass Business School Total	1695	2677	39	1747	2756	39	2096	2921	42	2414	3091	0	44
Centre for Charity Effectiveness	77	41	65	88	44	67	77	35	69	74	41	0	64
MBA Programme	179	517	26	176	504	26	182	477	28	185	447	0	29
MSc Programme	867	1291	40	795	1220	39	1027	1291	44	1209	1392	0	46
Research	21	27	44	19	30	39	18	43	30	26	54	0	33
Undergraduate Programme	551	801	41	669	958	41	792	1075	42	920	1157	0	44
City Law School Total	1016	739	58	1117	807	58	1235	833	60	1451	985	0	60
The City Law School - Academic	615	376	62	710	427	62	836	476	64	904	536	0	63
The City Law School - Professional	401	363	52	407	380	52	399	357	53	547	449	0	55
School of Arts & Social Sciences Total	2045	961	68	1872	987	65	2095	1078	66	1935	1065	1	64
Centre for Arts Enterprise	0	0	0	1	0	100	0	0	0	0	0	0	0
Centre for Culture & Creative Industries	117	15	89	125	25	83	135	34	80	160	41	0	80
Centre for English	164	58	74	188	56	77	195	61	76	203	57	1	78
Centre for Food Policy	63	17	79	56	15	79	52	16	76	44	13	0	77
Economics	279	336	45	290	338	46	286	383	43	302	427	0	41
International Politics	204	116	64	203	141	59	249	170	59	264	192	0	58
Journalism	437	194	69	417	225	65	429	197	69	427	187	0	70
Journalism & Publishing	34	25	58	4	9	31	3	2	60	0	0	0	0
Music	93	68	58	78	63	55	58	61	49	67	58	0	54
Music, Culture & Creative Industries	162	30	84	87	13	87	1	0	100	0	0	0	0
Psychology	0	0	0	0	0	0	306	49	86	0	0	0	0
School of Arts & Social Sciences Other	0	1	0	31	10	76	35	13	73	42	15	0	74
Sociology	492	101	83	392	92	81	346	92	79	426	75	0	85
University Administration Total	67	36	65	72	40	64	88	76	54	129	72	0	64
Enterprise Office	0	0	0	0	0	0	0	0	0	13	3	0	81
Learning Enhancement & Development	67	36	65	72	40	64	88	76	54	116	69	0	63
<b>STEMM</b>	<b>4825</b>	<b>3515</b>	<b>58</b>	<b>5411</b>	<b>3668</b>	<b>60</b>	<b>5094</b>	<b>3690</b>	<b>58</b>	<b>5389</b>	<b>3930</b>	<b>0</b>	<b>58</b>
School of Health Sciences Total	3154	627	83	3833	793	83	3757	743	83	3600	605	0	86
Health Services Research and Management	234	69	77	277	68	80	281	51	85	322	47	0	87
Language & Communication Science	487	14	97	453	15	97	422	14	97	415	14	0	97
Nursing	1562	288	84	1794	412	81	1648	372	82	1298	214	0	86
Optometry & Visual Sciences	274	140	66	259	103	72	299	115	72	328	108	0	75
Midwifery	228	2	99	260	2	99	235	1	100	227	3	0	99
Radiography	270	103	72	271	116	70	273	107	72	272	118	0	70
School of Health Sciences Other	99	11	90	519	77	87	599	83	88	738	101	0	88
School of Mathematics, Computer Science & Engineering Total	918	2516	27	887	2480	26	893	2582	26	954	2903	0	25
Civil Engineering	94	403	19	80	364	18	82	359	19	98	331	0	23
Computer Science	260	707	27	227	680	25	251	722	26	257	764	0	25
Electrical & Electronic Engineering	126	293	30	148	331	31	167	373	31	189	412	0	31
Information Science	9	3	75	9	1	90	2	1	67	1	0	0	100
Library & Information Science	67	34	66	60	30	67	60	31	66	52	26	0	67
Mathematics	145	171	46	144	171	46	139	167	45	142	172	0	45
Mechanical Engineering & Aeronautics	161	791	17	166	805	17	152	854	15	194	1151	0	14
Informatics & Interdisciplinary Centre	0	8	0	0	5	0	0	2	0	0	0	0	0
MSc Programme	18	14	56	24	17	59	12	8	60	0	0	0	0
School of Mathematics, Computer Science & Engineering Other	38	92	0	29	76	0	28	65	0	21	47	0	0
School of Arts & Social Sciences Total	536	90	86	476	81	85	241	36	87	629	110	0	85
Psychology	536	90	86	476	81	85	241	36	87	629	110	0	85
Cass Business School Total	217	282	43	215	314	41	203	329	38	206	312	0	40
MSc Programme	130	117	53	120	133	47	125	134	48	128	110	0	54
Undergraduate Programme	87	165	35	95	181	34	78	195	29	78	202	0	28
<b>Total</b>	<b>9648</b>	<b>7928</b>	<b>55</b>	<b>10219</b>	<b>8258</b>	<b>55</b>	<b>10608</b>	<b>8598</b>	<b>55</b>	<b>11318</b>	<b>9143</b>	<b>1</b>	<b>55</b>

Table 2.6 shows HEIDI 2014/15 data used to benchmark City against **London pre-92 universities**, our **comparator** group and the UK Higher Education sector. A list of institutions in these groups is in the glossary.

Overall, City is in line with or above the benchmark groups.

**Table 2.6 HEIDI 2014/15 Benchmarking of Full Person Equivalent (FPE) Female Students by Level**

		% City	% Comparators	% London pre-92	% HE Sector
UG	AHSSBL	52	54	56	55
	STEMM	54	46	46	51
	<b>Total</b>	<b>53</b>	<b>51</b>	<b>52</b>	<b>54</b>
PGT	AHSSBL	54	58	55	56
	STEMM	61	53	54	52
	<b>Total</b>	<b>56</b>	<b>57</b>	<b>55</b>	<b>55</b>
PGR	AHSSBL	58	51	51	50
	STEMM	61	39	39	38
	<b>Total</b>	<b>60</b>	<b>44</b>	<b>44</b>	<b>43</b>

<b>Section 2</b>	
<b>Actual word count</b>	<b>489</b> (This excludes headings, sub-headings, tables, graphs and references to action points.)
<b>Recommended word count</b>	500

### 3. THE SELF-ASSESSMENT PROCESS

#### (i) A description of the self-assessment process

City is making an application for the new Athena SWAN bronze accreditation (post-May 2015) to bring broader benefits to people at City and include consideration of intersectionality.

The Gender Equality Working Group (GEWG) was established in May 2015. Professor Giulia Iori, Professor of Economics, was appointed to chair the group and the Self-Assessment Team (SAT). Professor Richard Verrall, Vice-President (Strategy & Planning) was appointed as project sponsor and institutional champion.

The GEWG is a broad group of 50 members representing Schools and Professional Services across City. It was created through an open invitation circulated via *CityWire* (City's e-newsletter) which created strong interest in the project. The GEWG reports directly to the Executive Committee (ExCo).

The purpose of the SAT is to provide support and leadership to the project and lead on City's self-evaluation. The composition of the SAT (Table 3.1) was drawn from the wider GEWG through volunteering and nomination to ensure it was representative of the institution.

The SAT consists of eight academics and eight Professional Service staff (four male and 12 female) from various backgrounds and disciplines across all Schools, including a mix of academics at early career, mid-career, professorial and Head of Department (HoD) level. The Students' Union was represented by its President. The Strategic Programmes Manager and Organisational Development Manager coordinated meetings, workshops and reported on best practice.

A Gender Equality Steering Group (GESG) of key project board members was created to oversee delivery of the project. This group and the SAT established eight sub-groups (see Figure 4) to gather evidence, undertake data analysis, consult with staff and raise awareness of gender equality.

Table 3.1 Self-Assessment Team (SAT) Membership

Name	Job Title	SAT Role	Additional Information
Professor Richard Verrall	Vice-President (Strategy & Planning)	Project Sponsor & Institutional Champion  Chair of the GESG	White male, full-time  President nominee  Interest and commitment to advancing gender equality  One daughter
Professor Giulia Iori	Professor of Economics	Chair of the GEWG and SAT  Member of the GESG	White female, full-time  Keen to embed AS Principles at City and advance equality and diversity  Young twin daughters
Dr Arti Agrawal	Senior Lecturer in Electrical and Electronic Engineering	GEWG sub-group lead	Asian/British Asian female, full-time  Interest in advancing equality in STEMM
Yusuf Ahmad	SU President	Students' Union representative	Asian/British Asian male, full-time  Student representative
Professor Susan Ayers	Professor of Maternal and Child Health	SHS representative  Member of the GESG	White female, full-time  Member of the Equality Committee. Leads SHS Athena SWAN application
Dr Anton Cox	Head of Mathematics Department	SMCSE representative	White male, full-time  Member of the Equality Committee. As HoD has responsibilities for staff development
Professor Lilian de Menezes	Professor of Decision Sciences	Cass representative	Mixed background female, full-time  Assists with data analysis and has developed research on family-friendly practices and flexible working in the UK. Nominated by Dean of Cass.
Mike Freeman	Director of IT Services	Professional Services representative	White male, full-time  Keen to promote AS principles across IT and encourage recruitment and promotion of women in this area  Left City in July 2016

Professor Mireia Jofre-Bonet	Professor of Economics	SASS representative (and GEWG sub-group lead)	White female, full-time Leads the data analysis sub-group. Committed to diversity and inclusion. Two young children
Rebecca Lewis	Disability Coordinator	President of local branch of UCU trade union	White female, full-time Involved in supporting equality, diversity and inclusion
Mary Luckiram	HR Director	HR representative Member of the GESG	White female, full-time Member of the Equality Committee. Two secondary school age children
Dr Mara Malagodi	Lecturer in Law	CLS representative	White female, full-time Early career academic with an interest in equality and diversity Leads CLS Athena SWAN application
Chloe Milano	OD Manager	HR representative (and GEWG sub-group lead)	White female, full-time GEWG Secretary On maternity leave from April 2016
Hafiza Patel	Head of Finance (Schools and Research)	Professional Services representative	Asian/British Asian female, full-time Has young children and works flexible hours
Claude Rouschmeyer	HR Reward & MI Manager	GEWG sub-group lead	White female, full-time Provided staff data, benchmarking and analysis Retired June 2016 – substituted by Tony Rodgers in July 2016.
Bijel Thakrar	Strategic Programmes Manager	Project Manager Member of the GESG	Asian/British Asian female, full-time Secretary to the SAT. Previous experience of working in HR with interest in equality and diversity

(ii) An account of the self-assessment process

The process began with information gathering and analysis. This included a “lessons learned” review to reflect on feedback from the ECU following the unsuccessful Athena SWAN application in 2014. An appreciative diagnostic method was used to maintain a positive outlook on the project while ensuring lessons were learned and applied rigorously. The aim was to understand why City’s application was unsuccessful and to identify improvements in gender equality and diversity.

This led to learning points in six areas: governance, roles and responsibilities; resources and commitment; self-assessment and action planning; externality; embedding in strategic planning; and clarity of the rationale for making improvements in gender equality. The institution and the GEWG have referred to and acted upon these learning points throughout the iterative process leading to this submission.

The GEWG met nine times and the SAT had a total of 17 meetings in the year leading to submission. Academic members of the SAT utilised this work as part of “citizenship” within their workload allocation and for some this resulted in a reduction of other academic administration.

Meetings focused on interpreting qualitative and quantitative data, discussing good practice and agreeing actions. The SAT raised awareness of the Athena SWAN Charter and principles and the “Tides of Change” campaign was launched, to enthuse people and ensure the widest possible participation in the project.

In parallel, staff data were gathered and benchmarked against the sector; a literature review undertaken; good practice researched; and the Equality & Organisational Culture (E&OC) Survey launched. Staff consultation was undertaken through the E&OC Survey which had a high response rate (Tables 3.2 and 3.3). Results provided a clear and rounded view of City’s strengths and weaknesses in gender equality which were analysed by the SAT. This information was used at an action planning workshop to refine and prioritise actions. The results of the E&OC Survey were published on City’s intranet with an overview of the issues that required attention, alongside articles in *CityWire*.

Table 3.2 E&OC Survey Response and Completion Rates

Response categories	Academic Staff		Professional Services Staff		Total Staff
	Headcount (as at 31.07.15)	%	Headcount (as at 31.07.15)	%	%
People invited to participate in the Survey	831	N/A	1076	N/A	N/A
People who started the Survey	379	46	568	53	50
<b>People who completed the Survey</b>	<b>334</b>	<b>40</b>	<b>510</b>	<b>47</b>	<b>44</b>

Table 3.3 E&OC Survey Response Rates by Gender

Gender population and respondents	Academic Staff	Professional Services Staff
	Headcount (as at 31.07.15)	Headcount (as at 31.07.15)
Total female population	348	603
Total male population	483	473
<b>Total</b>	<b>831</b>	<b>1076</b>
Female respondents to the Survey	192	318
Male respondents to the Survey	155	176
People who selected 'prefer not to answer' on gender question	10	17
People who did not answer the question	22	57
People who did not participate in the Survey	452	508
<b>Total</b>	<b>831</b>	<b>1076</b>

City's third Equal Pay Audit was undertaken in 2015 and was followed by an EIA of the 2015 Salary Review process. The purpose of both was to investigate possible variations in pay by protected characteristics and to improve pay arrangements and processes.

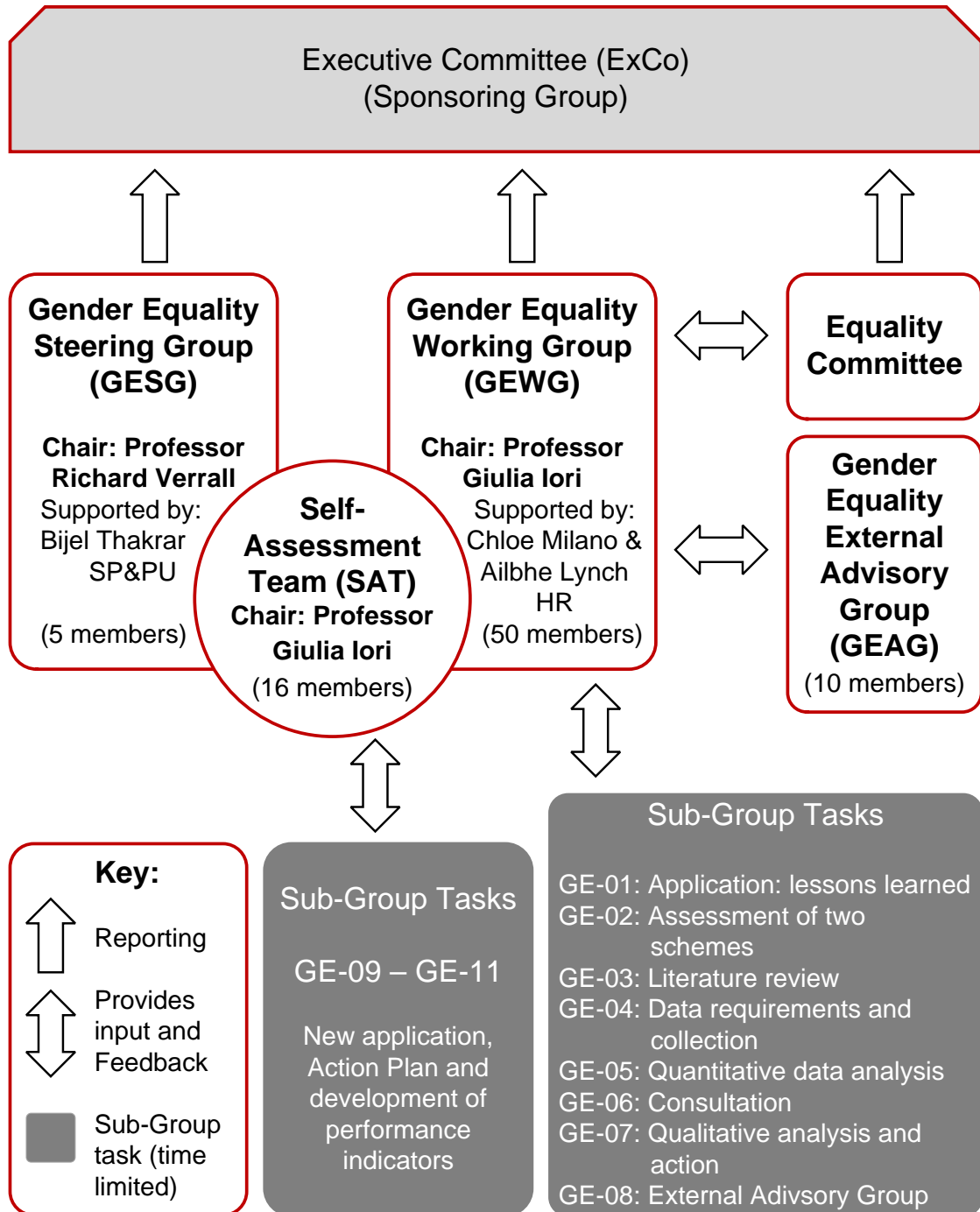
The GESG met more frequently in the run up to submission to refine the application and Action Plan following feedback from stakeholders and the Executive Team. Meetings with Deans and Professional Service Directors were arranged to encourage engagement with implementation of the Action Plan. The GESG also met colleagues whose research included gender equality to understand how specific actions could create maximum impact and effect change, for example the importance of introducing targets.

A Gender Equality Advisory Group (GEAG) of external women in senior positions across academia, business and the professions was formed in March 2016 to provide input and guidance on City's equality aims and align us with good practice in the sector and elsewhere. At its first meeting Professor Helen Beebee, Athena SWAN patron, delivered a presentation. The GEAG provided guidance and support for this application.

ExCo, the Equality Committee and Senators (Senate is the sub-committee of Council responsible for the maintenance of academic quality and standards) were provided with regular updates and progress reports. These committees and Senators also provided direct input to and feedback on the submission.

Council is the Governing Body of City and is ultimately responsible for all the affairs of the institution. Council delegates operational management to the President and Executive and they progressed our work on Gender Equality. Figure 4 shows the governance structure of the project.

Figure 5. Governance Structure for Gender Equality at City



(iii) Plans for the future of the self-assessment team

Following submission of the application we will establish the Athena SWAN Implementation Group (ASIG), drawing membership from the SAT to ensure continuity and representation from across the institution. Appropriate workload adjustments will apply to members.

The ASIG will meet at least twice a term and report to the Equality Committee on progress of the Action Plan over the four year period, to ensure actions are implemented across City. Progress updates will be communicated to staff.

Resourcing for the Action Plan will be provided by dedicated funding that has been allocated to Organisational Development (OD) within HR. The Chair of the ASIG will work closely with School and Professional Service equality and diversity representatives and the Athena SWAN Coordinator who will have day-to day oversight of the implementation of the Action Plan.

Key actions to support future plans include:

- Designate or create a Vice-President or Dean role to lead on equality and diversity (**Action 1.5**);
- City to prepare an application for the Athena SWAN Silver Award (**Action 1.10**);
- Appoint an equality and diversity representative within each School Executive Committee and each Professional Service or groups of services (**Action 2.2**);
- Raise awareness of the Athena SWAN application and publicise frequent updates and information using City's communication channels, e.g. *CityWire* (**Action 4.1**);
- Update City's Gender Equality webpages to include the Athena SWAN application and Action Plan and reinforce the importance of the Athena SWAN principles (**Action 4.2**);
- Communicate the Athena SWAN application outcome to staff and confirm how the Action Plan will be implemented. Confirm when updates will be provided (**Action 4.3**);
- Work with the Gender Equality Advisory Group (GEAG) who will continue to provide input to help shape and improve initiatives across City, at annual meetings (**Action 5.1**);
- City's Athena SWAN Action Plan to be refreshed and reviewed annually to incorporate early progress and new ideas (**Action 5.2**);
- Initiate a project to assess data quality relevant for Athena SWAN and implement improvements (**Action 5.5**);
- Establish an Athena SWAN Coordinator post dedicated to monitoring progress of the Action Plan and providing support for School and Department applications (**Action 5.6**);
- Undertake an annual review of support and resources required to implement Athena SWAN and gender equality initiatives at institutional and School/Department level (**Action 5.7**);
- The ASIG and Athena SWAN Coordinator to monitor implementation of the Action Plan and assess success in order to develop an institutional application for the Athena SWAN Silver award (**Action 5.8**);
- Conduct surveys and use focus groups to discuss gender equality as required by the ASIG or School SAT (**Action 5.9**);
- ASIG to produce an annual summary on the progress of equality and diversity at City, School and Professional Service level; and on the progression of the Athena SWAN Action Plan for the Equality Committee and thence to ExCo. The Executive to update Council (**Action 5.10**).

Section 3	
Actual word count	996 (This excludes details of SAT, headings, sub-headings, tables, graphs and references to action points.)
Recommended word count	1,000

#### 4. A picture of the institution

This section provides data over the last four years, focusing on gender and intersectionality.

Specific areas of concern were identified from the data and analysis which underpin the Action Plan, such as the underrepresentation of females in senior leadership roles and the distribution of females across **academic levels** (Lecturer, Senior Lecturer, Reader, Associate Professor and Professor).

Evidence of good practice was found across City, although due to the devolved structure of Schools and the consequential different management practices, ensuring consistency in practice was identified as a key challenge. We reflected on this and agreed the best approach would be to include several key actions which state that 'we will continue to ensure consistency'.

##### (i) Academic and research staff by grade and gender

Table 4.1 shows the distribution of academic staff including the proportion of women at each grade.

City has grown in size over the past four years with the number of academic staff increasing by 59, of which 43 were female. The majority of academic staff is male (57%) but at the lower grades the majority is female (71%). Across Grades 5 – 8 there is sufficient representation of women across both AHSSBL and STEMM.

City attracts a high proportion of female staff at Lecturer and Senior Lecturer level and, despite a small increase in the low number of female Professors (six since 2012/13) this indicates that career progression may be an issue. The proportion of women increased in the four Professorial bands (to 30% in Bands 1 and 2 and to 11% in Bands 3 and 4). Actions to support women to progress to Reader and Professor (and into the higher Professorial bands) have been identified.

Table 4.1. Headcount of Academic Staff by Gender and Grade

	2012/13			2013/14			2014/15			2015/16		
	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	%
<b>AHSSBL</b>	<b>132</b>	<b>227</b>	<b>37</b>	<b>138</b>	<b>238</b>	<b>37</b>	<b>145</b>	<b>221</b>	<b>40</b>	<b>158</b>	<b>232</b>	<b>41</b>
Grade 5 & 5B	5	1	83	5	0	100	7	0	100	8	2	80
Grade 6	10	18	36	11	24	31	13	12	52	19	14	58
Grade 7	33	37	47	36	32	53	39	31	56	36	37	49
Grade 8	63	72	47	64	77	45	64	80	44	69	83	45
Professor	2	2	50	1	1	50	1	1	50	1	3	25
Professor Band 1	4	11	27	4	17	19	4	14	22	6	15	29
Professor Band 2	10	31	24	11	30	27	11	33	25	12	29	29
Professor Band 3	4	34	11	4	34	11	4	28	13	5	30	14
Professor Band 4	1	21	5	2	23	8	2	22	8	2	19	10
<b>STEMM</b>	<b>184</b>	<b>235</b>	<b>44</b>	<b>188</b>	<b>253</b>	<b>43</b>	<b>196</b>	<b>253</b>	<b>44</b>	<b>194</b>	<b>249</b>	<b>44</b>
Grade 5 & 5B	12	5	71	13	15	46	15	15	50	14	7	67
Grade 6	20	31	39	24	32	43	30	37	45	24	48	33
Grade 7	58	48	55	54	55	50	57	53	52	70	46	60
Grade 8	73	77	49	74	77	49	73	79	48	68	78	47
Professor	2	3	40	1	1	50	1	1	50	1	2	33
Professor Band 1	3	6	33	4	8	33	3	8	27	2	8	20
Professor Band 2	11	32	26	13	32	29	12	26	32	10	26	28
Professor Band 3	5	25	17	5	24	17	5	24	17	5	23	18
Professor Band 4	0	8	0	0	9	0	0	10	0	0	11	0
<b>Non AHSSBL &amp; STEMM</b>	<b>5</b>	<b>10</b>	<b>33</b>	<b>4</b>	<b>8</b>	<b>33</b>	<b>4</b>	<b>7</b>	<b>36</b>	<b>12</b>	<b>7</b>	<b>63</b>
Grade 5 & 5B	0	1	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	2	1	67	1	0	100	2	0	100	1	0	100
Grade 8	1	2	33	1	2	33	0	2	0	5	2	71
Professor	1	1	50	1	1	50	1	1	50	1	1	50
Professor Band 1	0	0	0	0	0	0	0	0	0	2	0	100
Professor Band 2	1	2	33	1	2	33	1	2	33	3	2	60
Professor Band 3	0	2	0	0	2	0	0	2	0	0	1	0
Professor Band 4	0	1	0	0	1	0	0	0	0	0	1	0
<b>Total</b>	<b>321</b>	<b>472</b>	<b>40</b>	<b>330</b>	<b>499</b>	<b>40</b>	<b>345</b>	<b>481</b>	<b>42</b>	<b>364</b>	<b>488</b>	<b>43</b>

The majority of academic staff at Lecturer and Senior Lecturer level are female (Figure 6) and 37% are part-time at Lecturer level (Figure 7). The male Professoriate was the largest academic staff group in 2015/16 at 170 staff (20% of the total academic staff population). The proportion of female Readers increased by 5% since 2012/13.

Reflecting on the data, we note the numbers have been fairly consistent over the past four years and the next four years might be pivotal in the career development of female staff. They may choose to apply for promotion or leave City, resulting in leakage of the talent pipeline. Therefore, our Action Plan aims to manage this by encouraging and supporting females to apply for promotion to senior roles. Recruitment of more women into senior roles will further support this.

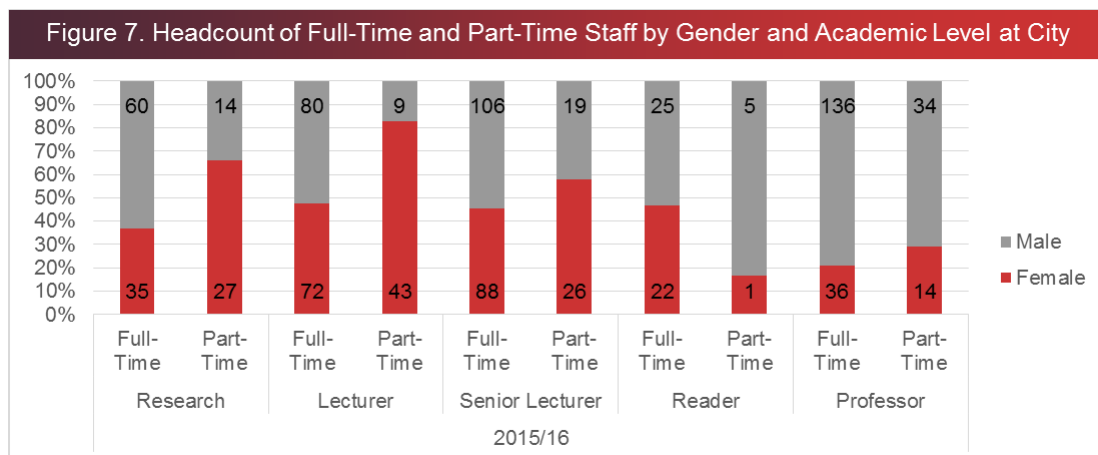
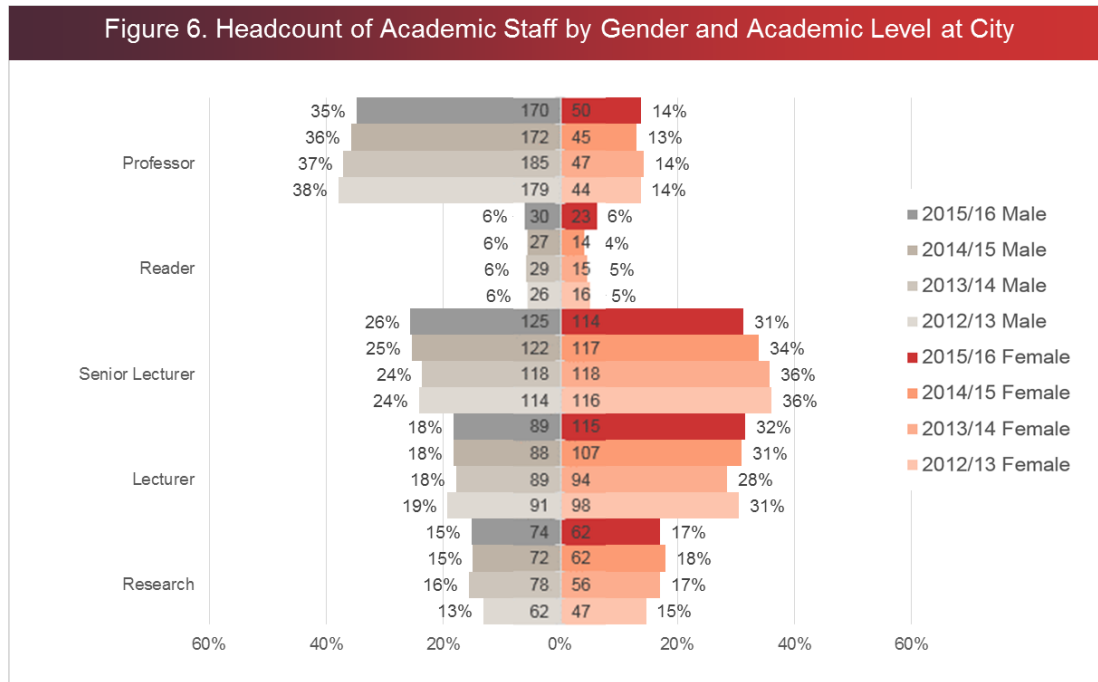


Figure 8 highlights the high proportion of female Lecturers. In contrast the underrepresentation of females at Professorial level is evident and of the 220 Professors in 2015/16, only 23% are female. Of the female academic population, 14% are Professors (9% of STEMM females and 16% of AHSSBL females) whereas 38% of male academics are Professors (28% of STEMM males and 41% of AHSSBL males).

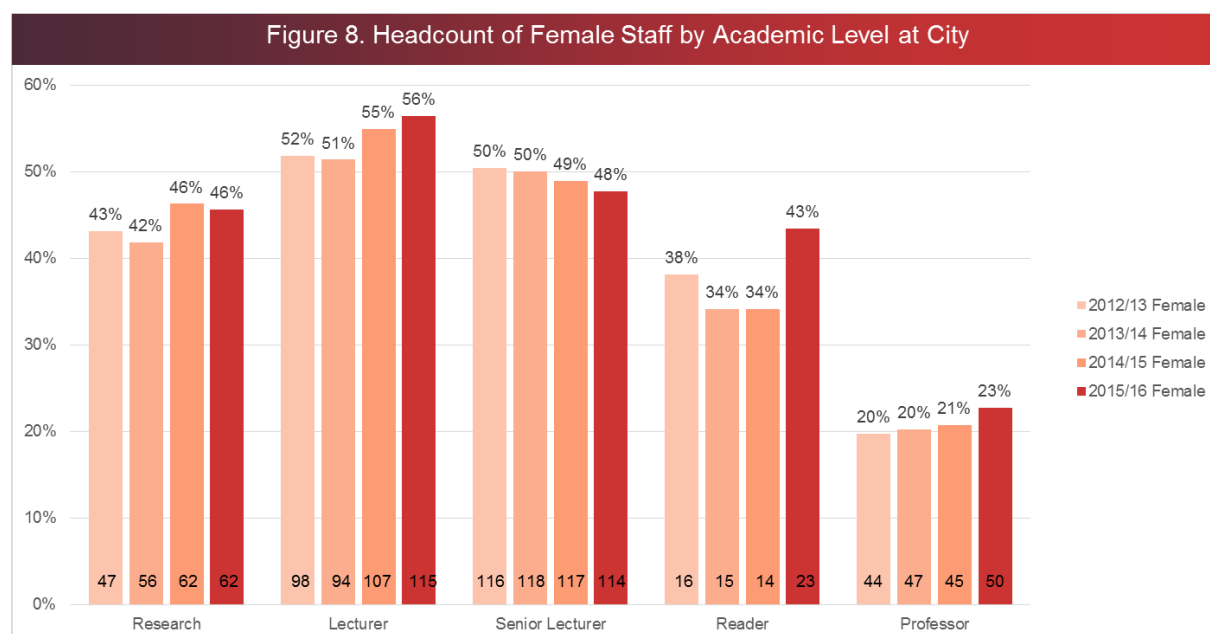


Table 4.2 shows data mapped for benchmarking purposes.

Table 4.2 Mapping UCEA Codes to City's Data		
UCEA codes (used for HESA return)	Academic Level at City	Grade at City
A0 to C2 Senior management	President, Deputy President, Vice-President, College Secretary, Dean	N/A
D and E Head of Schools/Senior Function head	Head of School/ Senior Function Head	N/A
F1 Professor	Professor	Professorial Bands 1-4
F2 Function head	Function Head	8
I0 Non-Academic section manager, Senior/principal lecturer, Reader, Principal Research fellow	Reader, Senior Lecturer & Senior Research Fellow	8
J0 Team Leader (Professional, Technical, Administrative), Lecturer, Senior Lecturer, Senior Research Fellow	Lecturer & Research Fellow	7
K0 Senior Professional (Technical), Lecturer, Research fellow, Researcher (senior research assistant), Teaching fellow	Lecturer & Research Fellow	6
L0 Senior Administrative staff (Professional/ technical) Research assistant, Teaching assistant	Research Assistant	5 and 5B

Table 4.3 shows that differences between City and our comparators are observed, specifically at Grade 7, where the proportion of females at City is significantly higher.

In the early to late 1990s there was an increase in women in academia. By 1995 around 28% of the academic population in the sector was female, mainly at Lecturer and Senior Lecturer level and the proportion increased to 33% in 2000. Based on an average of 15 years to progress from Lecturer to Professor, we would expect to see a higher proportion of female Professors today than in post (source HESA data).

Table 4.3 HESA 2014/15 Benchmarking of Female Academic Staff by Academic Level

	% City	% Comparators	% London pre 92	% Sector
Professor	21	22	23	23
Reader, Senior Lecturer & Senior Research Fellow (Grade 8)	46	35	36	39
Lecturers & Research Fellow (Grade 7)	54	45	46	48
Lecturer & Research Fellow (Grade 6)	47	49	52	50
Research Assistant (Grades 5 and 5B)	59	50	49	51

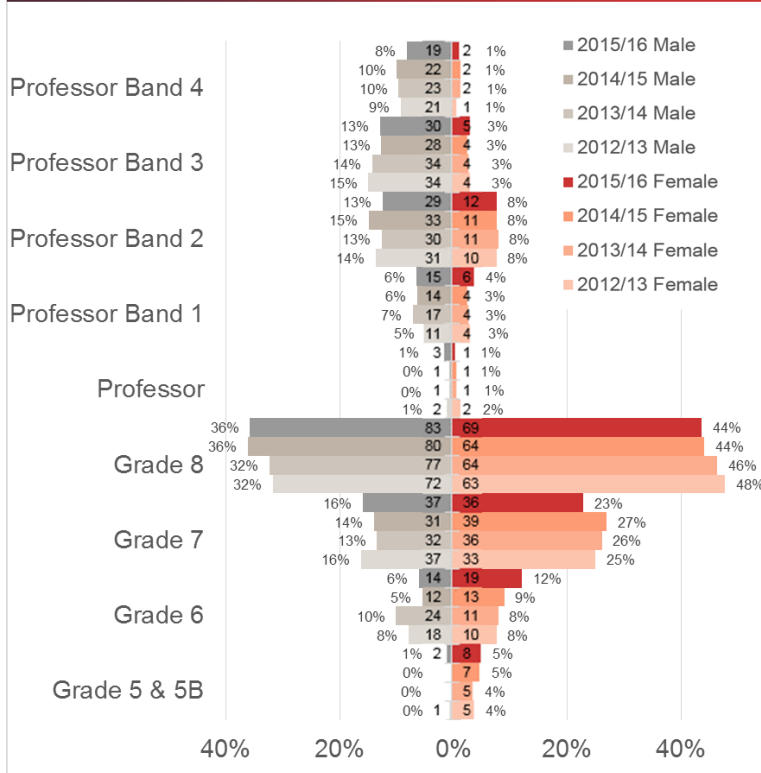
Female representation at City (Table 4.4) is above its comparators and the HE sector in STEMM and below in AHSSBL disciplines. The position varies by discipline.

Although we are not out of line with the sector, following reflection on the data, we will improve our gender distribution and recognise that actions are needed to increase the proportion of senior female academic staff.

Table 4.4 HESA 2014/15 Benchmarking of Female Academic Staff by Discipline

	% City	% Comparators	% London pre-92	HE Sector
<b>STEMM</b>	<b>42</b>	<b>33</b>	<b>34</b>	<b>41</b>
Nursing & Allied Health Professions	79	81	79	75
Psychology & Behavioural Sciences	63	58	60	60
Anatomy & Physiology	59	51	51	49
Civil Engineering	22	27	32	22
Electrical, Electronic & Computer Engineering	25	16	17	14
Mechanical, Aero & Production Engineering	17	15	14	16
IT, Systems Sciences & Computer Software Engineering	28	20	22	22
Mathematics	21	21	20	23
<b>AHSSBL</b>	<b>42</b>	<b>46</b>	<b>45</b>	<b>47</b>
Health & Community Studies	64	67	66	66
Politics & International Studies	37	36	35	36
Economics & Econometrics	33	32	32	29
Law	41	46	43	50
Sociology	63	54	61	54
Business & Management Studies	29	39	35	42
Continuing Education	57	57	56	62
Modern Languages	77	66	62	65
Music, Dance, Drama & Performing Arts	18	42	46	43
Media Studies	37	55	48	41
<b>Total</b>	<b>42</b>	<b>40</b>	<b>41</b>	<b>44</b>

Figure 9. Headcount of Academic Staff by Gender and Academic Level in AHSSBL

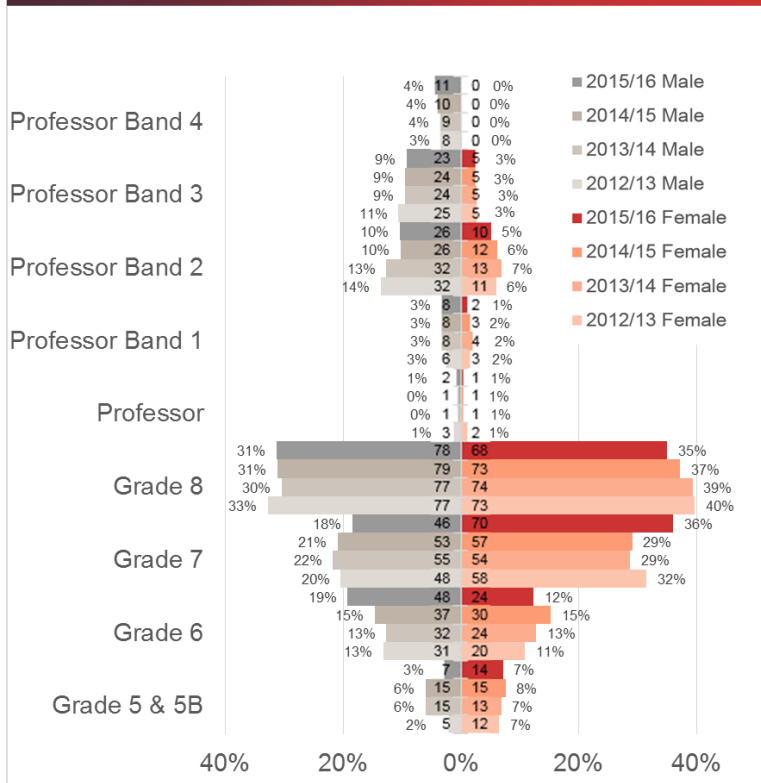


Figures 9 and 10 display fairly constant gender profiles across AHSSBL and STEMM which confirm that the majority of women are at Grades 6 – 8, with the numbers lower across Professorial bands. This reinforces the career progression issues identified earlier.

The proportion of female Readers and Professors has risen by 8% and 3% (Figure 8) respectively over the last four years in AHSSBL but similar progress is not observed in STEMM where there has been a 2% decrease, with 51% of male Professors in the higher bands.

As noted above, the proportion of female Professors in the higher bands is lower than for males and is seen across AHSSBL (28% of female Professors are in Bands 3 or 4 compared to 48% of males) and STEMM (30% of female Professors are in Bands 3 or 4 compared to 51% of males).

Figure 10. Headcount of Academic Staff by Gender and Academic Level in STEMM



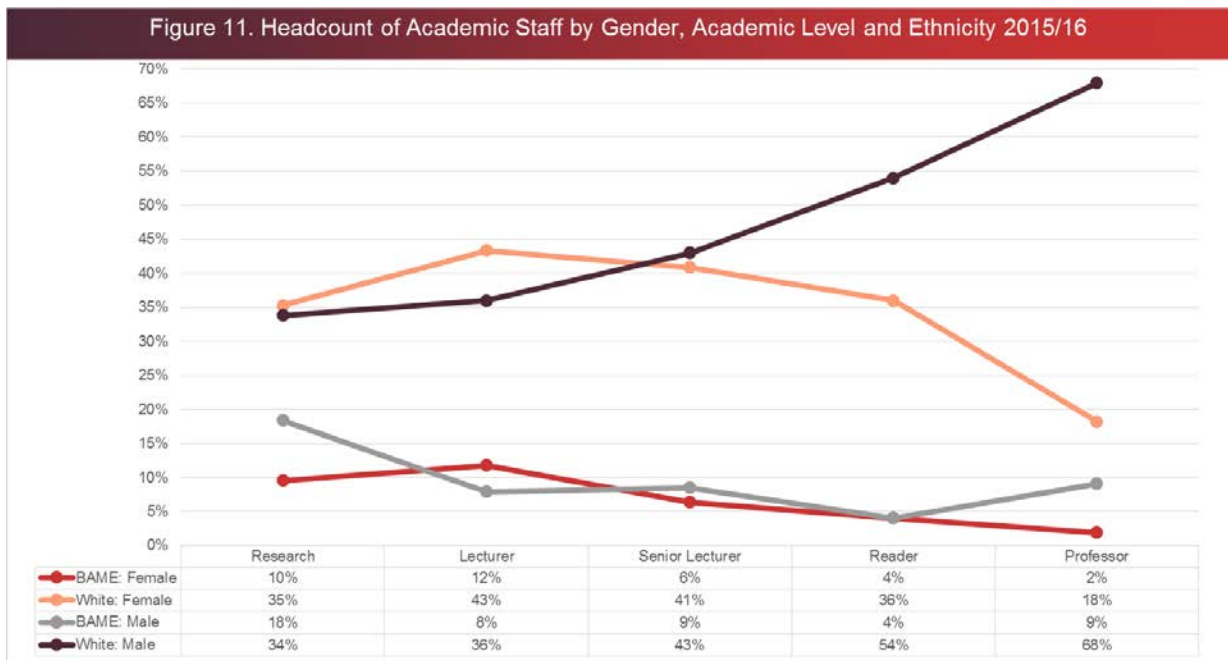
When devising actions we recognised the tension between relying on the same group of women to participate in panels and other processes against the cost of time taken away from research and education activities.

In light of the preceding analysis, actions to support the progression and recruitment of female academics include:

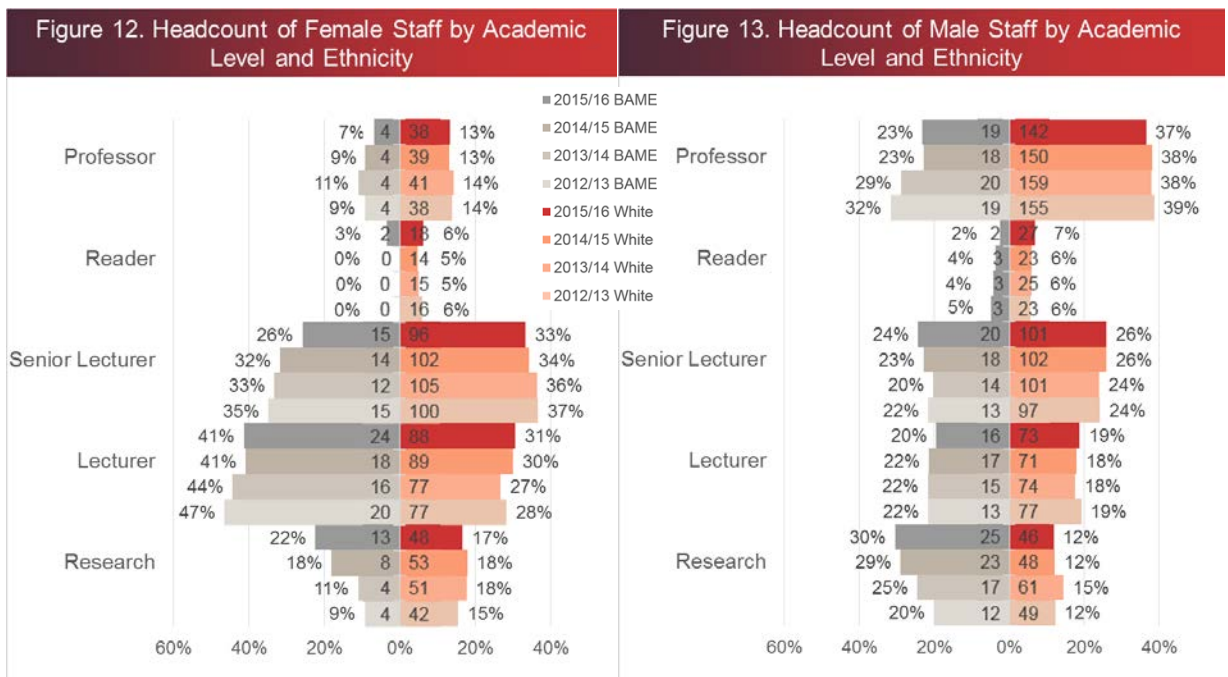
- Introduce PIs, underpinned by this Action Plan, to advance gender equality:
  - P1. Increasing the representation of women in senior roles:  
The proportion (of base population) of academic Professorial staff will be ~30% female by 2020/21 (**Action 1.2**);
- Deans and HoDs to provide support for female staff applying for academic promotion and to take account of equality considerations when nominating individuals for academic promotion (**Action 2.17**);
- Review the Sabbatical Leave and Career Break policies to provide clear guidance and encourage consistent application across Schools. Ensure gender equality is considered in the process of reviewing these applications and update documentation to capture information on other types of leave/time away from work (**Action 2.41**);
- Monitor the number of female academics producing 4\*/3\* research outputs and impact throughout the ARQM. Provide targeted support for female staff to increase numbers of females in this group (**Action 2.44**);
- Ensure good representation of female academic staff in senior research roles, including representation on institutional Research & Enterprise Committee, Graduate School Committee and REF Working Group (**Action 2.45**);
- Consistently apply the policy that Deans and PSDs provide staff with verbal and written feedback following the outcome of reward and promotion submissions (**Action 2.48**);
- Review appraisal policy and processes and update documents to ensure discussions on short, medium and long-term objectives relating to career development and promotion take place for all staff (**Action 2.50**);
- Consistently publicise all vacant academic management roles internally to ensure staff have an opportunity to be considered (**Action 3.6**);
- Consistently ensure there is sufficient lead-in time as part of the recruitment process for senior roles (**Action 3.9**);
- Consider re-opening the recruitment search if the gender balance is insufficient (**Action 3.10**);
- Ensure there is consistency and clarity of criteria in the academic recruitment process (**Action 3.12**);
- Promote development opportunities such as leadership programmes more widely, specifically in STEMM disciplines that have lower female representation (**Action 3.17**);
- Continue to support and increase the number of places available for the Aurora programme and increase confidence and leadership skills (**Action 3.19**);
- Increase the provision of coaching and mentoring across City (**Action 3.21**);
- Improve the gender balance among role holders such as Deputy/Associate Deans, HoDs or equivalent and, more generally, in respect of staff allocated to positions with additional responsibility. Schools to develop a PI on this (**Action 3.22**);
- Undertake a multivariate analysis of academic staff (intra-band/grades and across bands/grades) to understand better the relationship between performance metrics and career progression (**Action 5.4**).

## Gender and Intersectionality

Figure 11 shows academic staff by gender and ethnicity, where ethnicity is grouped into Black and Minority Ethnic (BAME) and White. Female and male BAME staff represent less than a fifth of the academic population at City and the number of BAME female staff has been constant over the last four years. City is keen to increase representation from these groups across all academic levels and grades and the Action Plan has been developed to provide positive benefits to the widest possible range of staff. We will also begin to consider our application under the Race Equality Charter in 2017 as a further step towards increasing diversity and inclusiveness.



Figures 12 and 13 show that a smaller proportion of male BAME staff progress to Reader and Professor and are equally well represented at all other levels. Female BAME staff are predominantly at Lecturer and Senior Lecturer level.



The benchmarking data show that female BAME representation is lower at Professorial level and Grade 6 and higher at Grade 7 than for our comparators and the sector (Table 4.5).

Table 4.5 HESA 2014/15 Benchmarking of Female Academic Staff by Academic Level and Ethnicity				
	% City	% Comparators	% London pre-92	% Sector
<b>White</b>				
Professor	23	23	23	24
Reader, Senior Lecturer & Senior Research Fellow (Grade 8)	48	35	36	40
Lecturer & Research Fellow (Grade 7)	42	46	47	50
Lecturer & Research Fellow (Grade 6)	53	50	52	52
Research Assistant (Grade 5 and 5B)	58	51	50	53
<b>BAME</b>				
Professor	18	22	24	21
Reader, Senior Lecturer & Senior Research Fellow (Grade 8)	42	34	37	34
Lecturer & Research Fellow (Grade 7)	42	42	43	43
Lecturer & Research Fellow (Grade 6)	35	46	52	44
Research Assistant (Grade 5 and 5B)	48	48	48	47

Alongside the internal analysis this provides further evidence for actions to support female staff and increase diversity:

- Develop a PI that will enable us to drive and measure the impact of this Action Plan in terms of its positive effect on issues connected with intersectionality which overlaps with e.g. ethnicity among City's staff (**Action 1.3**);
- All recruitment adverts to include positive action statements to encourage women and underrepresented groups to apply (**Action 3.1**).

There is a lower proportion of women in Cass and SMCSE in comparison to the other Schools, perhaps reflecting the underlying nature of these disciplines (Table 4.6). The Deans of all Schools are committed to implementing the Action Plan, which will affect and improve the proportion for every School over the next four years. Actions to support this include:

- All Deans to demonstrate a commitment to gender equality and positive impact on intersectionality by ensuring that Schools (and STEM and AHSSBL Departments) apply for an Athena SWAN award by November 2018 (**Action 1.9**);
- Each School and Professional Service to identify and cultivate links to create a pool of talented women who might be potential candidates for future recruitment, to develop a diverse, external talent pipeline (**Action 3.14**);
- Each School and Professional Service to identify high potential female staff in order to develop a diverse, internal talent pipeline (**Action 3.16**).

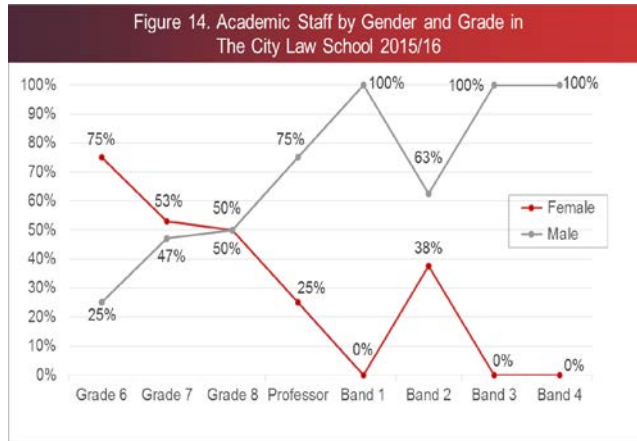
Table 4.6 Headcount of Academic Staff by Gender and Academic Level across Schools

	2012/13			2013/14			2014/15			2015/16		
	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	%
<b>AHSSBL</b>	<b>132</b>	<b>227</b>	<b>37</b>	<b>138</b>	<b>238</b>	<b>37</b>	<b>145</b>	<b>221</b>	<b>40</b>	<b>158</b>	<b>232</b>	<b>41</b>
School of Arts and Social Sciences Total	59	69	46	65	80	45	69	67	51	76	70	52
Research	8	5	62	10	6	63	14	3	82	15	5	75
Lecturer	20	17	54	21	23	48	24	16	60	28	19	60
Senior Lecturer	20	13	61	20	10	67	18	12	60	16	12	57
Reader	5	4	56	4	8	33	3	7	30	6	7	46
Professor	6	30	17	10	33	23	10	29	26	11	27	29
Cass Business School Total	36	106	25	40	106	27	40	103	28	42	113	27
Research	3	8	27	5	9	36	4	6	40	6	12	33
Lecturer	3	12	20	6	8	43	7	11	39	5	13	28
Senior Lecturer	18	22	45	17	25	40	17	26	40	15	26	37
Reader	2	9	18	4	8	33	4	7	36	5	8	38
Professor	10	55	15	8	56	13	8	53	13	11	54	17
The City Law School Total	37	52	42	33	52	39	36	51	41	40	49	45
Research	0	1	0	0	1	0	0	0	0	0	0	0
Lecturer	15	16	48	11	11	50	12	10	55	12	9	57
Senior Lecturer	16	20	44	17	24	41	19	25	43	23	26	47
Reader	1	1	50	1	0	100	1	0	100	1	0	100
Professor	5	14	26	4	16	20	4	16	20	4	14	22
<b>STEMM</b>	<b>184</b>	<b>235</b>	<b>44</b>	<b>188</b>	<b>253</b>	<b>43</b>	<b>196</b>	<b>253</b>	<b>44</b>	<b>194</b>	<b>249</b>	<b>44</b>
School of Arts and Social Sciences	28	17	62	26	21	55	30	22	58	32	22	59
Research	4	1	80	2	3	40	4	4	50	6	3	67
Lecturer	11	3	79	9	3	75	9	3	75	9	4	69
Senior Lecturer	8	8	50	11	8	58	13	8	62	13	7	65
Reader	2	0	100	1	0	100	1	0	100	1	1	50
Professor	3	5	38	3	7	30	3	7	30	3	7	30
Cass Business School	5	19	21	4	19	17	3	20	13	3	19	14
Research	1	0	100	1	0	100	0	1	0	0	0	0
Lecturer	1	3	25	1	4	20	1	4	20	1	3	25
Senior Lecturer	1	8	11	1	8	11	1	8	11	1	8	11
Reader	0	1	0	0	1	0	0	1	0	0	2	0
Professor	2	7	22	1	6	14	1	6	14	1	6	14
School of Health Sciences	123	62	66	125	59	68	133	57	70	132	59	69
Research	24	14	63	28	10	74	32	8	80	30	9	77
Lecturer	38	17	69	39	17	70	47	19	71	54	17	76
Senior Lecturer	44	16	73	40	15	73	38	16	70	34	18	65
Reader	4	2	67	3	3	50	3	3	50	4	3	57
Professor	13	13	50	15	14	52	13	11	54	10	12	45
School of Mathematics, Computer Science & Engineering Total	28	137	17	33	154	18	30	154	16	27	149	15
Research	7	32	18	10	49	17	8	50	14	5	45	10
Lecturer	8	22	27	6	23	21	5	25	17	5	24	17
Senior Lecturer	9	25	26	11	26	30	11	25	31	10	26	28
Reader	1	9	10	2	9	18	2	9	18	3	9	25
Professor	3	49	6	4	47	8	4	45	8	4	45	8
<b>Non AHSSBL &amp; STEMM</b>	<b>5</b>	<b>10</b>	<b>33</b>	<b>4</b>	<b>8</b>	<b>33</b>	<b>4</b>	<b>7</b>	<b>36</b>	<b>12</b>	<b>7</b>	<b>63</b>
<b>Total</b>	<b>321</b>	<b>472</b>	<b>40</b>	<b>330</b>	<b>499</b>	<b>40</b>	<b>345</b>	<b>481</b>	<b>42</b>	<b>364</b>	<b>488</b>	<b>43</b>

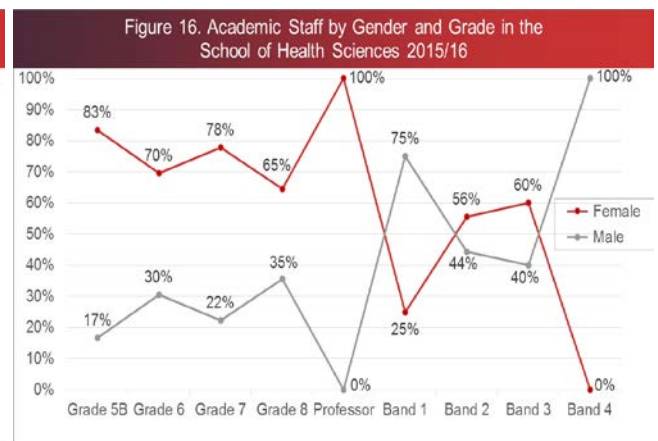
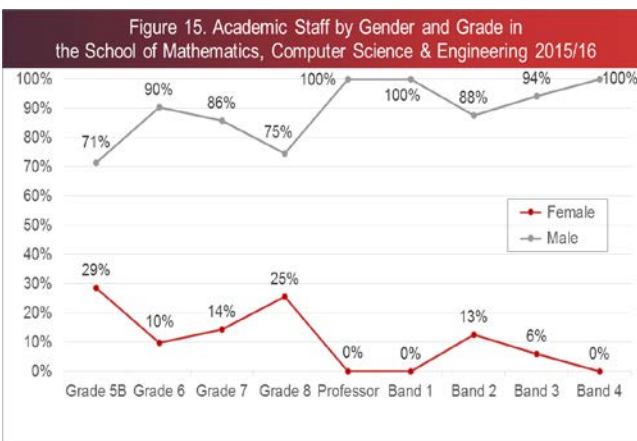
Figures 14 to 18 further illustrate the differences and similarities in gender distribution in each School. These will be addressed directly through School Athena SWAN applications and Action Plans. To improve the representation and career progression of females in Schools, we will:

- Establish PIs at School level, based on institutional PIs and tailored appropriately for each School (**Action 1.4**).

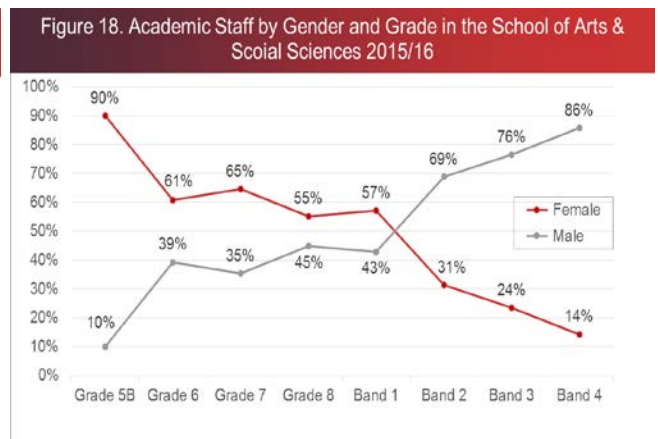
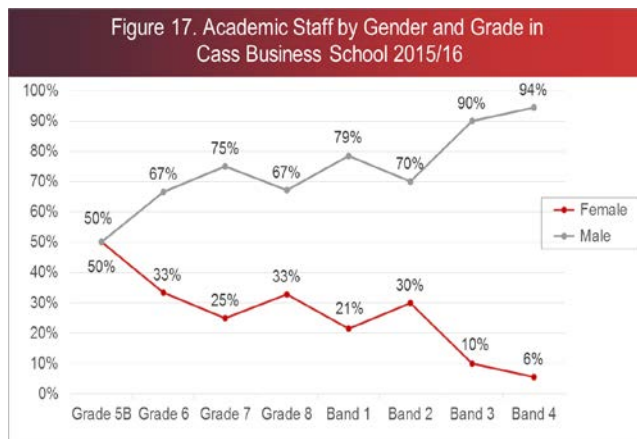
### AHSSBL School



### STEMM Schools



### AHSSBL & STEMM Schools



(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

City's normal practice, irrespective of the duration of funding for an appointment, is to appoint staff on permanent contracts. The exception relates to staff employed on Fixed-Term Contracts (FTCs) where known funding is available for up to six months or for example, to cover maternity leave. We support staff whose FTCs are coming to an end and they are made aware of available posts at City.

The majority of academic staff are on permanent contracts (Table 4.7). In 2015/16, 7% of males and 6% of females on academic contracts were employed on FTCs. A smaller proportion of females in STEMM (5%) were on FTCs, compared to 7% in AHSSBL. There has been a reduction of males on FTCs with little change in the number of females on these contracts.

About half of males and females on FTCs are employed as researchers, reflecting the short term nature of the funding for the majority of these posts.

Table 4.7 Headcount of Academic Staff on Fixed-Term and Permanent Contracts

	2012/13			2013/14			2014/15			2015/16		
	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	%
<b>Fixed term</b>	<b>23</b>	<b>59</b>	<b>28</b>	<b>15</b>	<b>47</b>	<b>24</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>23</b>	<b>35</b>	<b>40</b>
AHSSBL	9	25	26	4	23	15	5	8	38	12	14	46
Research	4	9	31	1	7	13	4	2	67	8	8	50
Lecturer	2	6	25	2	5	29	1	1	50	2	3	40
Senior Lecturer	1	0	100	0	0	0	0	0	0	0	0	0
Reader	0	1	0	0	2	0	0	2	0	0	1	0
Professor	2	9	18	1	9	10	0	3	0	2	2	50
STEMM	13	30	30	11	21	34	15	19	44	10	17	37
Research	7	17	29	6	12	33	7	9	44	4	5	44
Lecturer	1	2	33	1	1	50	5	1	83	4	1	80
Senior Lecturer	1	1	50	0	1	0	0	3	0	0	4	0
Reader	0	0	0	0	1	0	0	1	0	0	0	0
Professor	4	10	29	4	6	40	3	5	38	2	7	22
Non AHSSBL & STEMM	1	4	20	0	3	0	0	3	0	1	4	20
Lecturer	1	1	50	0	0	0	0	0	0	0	0	0
Senior Lecturer	0	0	0	0	0	0	0	0	0	1	0	100
Professor	0	3	0	0	3	0	0	3	0	0	4	0
<b>Permanent</b>	<b>298</b>	<b>413</b>	<b>42</b>	<b>315</b>	<b>452</b>	<b>41</b>	<b>325</b>	<b>451</b>	<b>42</b>	<b>341</b>	<b>453</b>	<b>43</b>
AHSSBL	123	202	38	134	215	38	140	213	40	146	218	40
Research	7	5	58	14	9	61	14	7	67	13	9	59
Lecturer	36	39	48	36	37	49	42	36	54	43	38	53
Senior Lecturer	53	55	49	54	59	48	54	63	46	54	64	46
Reader	8	13	38	9	14	39	8	12	40	12	14	46
Professor	19	90	17	21	96	18	22	95	19	24	93	21
STEMM	171	205	45	177	232	43	181	234	44	184	232	44
Research	29	30	49	35	50	41	37	54	41	37	52	42
Lecturer	57	43	57	54	46	54	57	50	53	65	47	58
Senior Lecturer	61	56	52	63	56	53	63	54	54	58	55	51
Reader	7	12	37	6	12	33	6	12	33	8	15	35
Professor	17	64	21	19	68	22	18	64	22	16	63	20
Non AHSSBL & STEMM	4	6	40	4	5	44	4	4	50	11	3	79
Research	0	1	0	0	0	0	0	0	0	0	0	0
Lecturer	1	0	100	1	0	100	2	0	100	1	0	100
Senior Lecturer	0	2	0	1	2	33	0	2	0	1	2	33
Reader	1	0	100	0	0	0	0	0	0	3	0	100
Professor	2	3	40	2	3	40	2	2	50	6	1	86
<b>Total</b>	<b>321</b>	<b>472</b>	<b>40</b>	<b>330</b>	<b>499</b>	<b>40</b>	<b>345</b>	<b>481</b>	<b>42</b>	<b>364</b>	<b>488</b>	<b>43</b>

City engages Visiting Hourly Paid Lecturers (referred to as VLs) and Guest/Special Lecturers, who are employed on an hourly basis for specific reasons in each case. They are practitioners who provide specialist lectures based on their expertise in business and the professions and appointments are authorised at School level.

Overall, headcount has increased by 331 since 2012/13, although teaching hours remain low. Fewer females are employed as VL staff in AHSSBL (42%) and STEMM (45%) in 2015/16 (Table 4.8). In the Non-AHSSBL/STEMM Departments, which encompass CPD and short-course provision, females represented the majority (64%).

While there is no significant difference over time in the proportion of VL staff by gender, the proportion of females at Grades 6 and 7 increased both in STEMM and AHSSBL. The proportion of female Guest/Special Lecturers decreased by 30% (49% to 19%) in STEMM and increased by 3% in AHSSBL since 2012/13. As there are no substantial differences, no further actions are required at this time.

Table 4.8 Headcount of Visiting Staff by Gender and Grade												
	2012/13			2013/14			2014/15			2015/16		
	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	%
<b>AHSSBL</b>	<b>149</b>	<b>250</b>	<b>37</b>	<b>182</b>	<b>303</b>	<b>38</b>	<b>199</b>	<b>313</b>	<b>39</b>	<b>297</b>	<b>413</b>	<b>42</b>
GR5B	0	0	0	1	0	100	1	1	50	3	1	75
GR6	48	46	51	55	59	48	65	64	50	104	92	53
GR7	31	63	33	39	66	37	45	74	38	81	122	40
Special	70	141	33	87	178	33	88	174	34	109	198	36
<b>STEMM</b>	<b>163</b>	<b>203</b>	<b>45</b>	<b>176</b>	<b>233</b>	<b>43</b>	<b>172</b>	<b>232</b>	<b>43</b>	<b>210</b>	<b>252</b>	<b>45</b>
Demonstrator	25	43	37	23	43	35	12	24	33	12	21	36
GR5B	21	17	55	44	33	57	57	63	48	75	73	51
GR6	22	34	39	29	42	41	31	41	43	36	42	46
GR7	20	19	51	20	20	50	38	25	60	48	31	61
Special	75	90	45	60	95	39	34	79	30	39	85	31
<b>Non AHSSBL &amp; STEMM</b>	<b>50</b>	<b>54</b>	<b>48</b>	<b>56</b>	<b>53</b>	<b>51</b>	<b>57</b>	<b>53</b>	<b>52</b>	<b>18</b>	<b>10</b>	<b>64</b>
GR5B	0	0	0	1	0	100	2	0	100	0	0	0
GR6	15	11	58	19	8	70	19	8	70	1	0	100
GR7	16	32	33	35	43	45	36	44	45	17	9	65
Special	19	11	63	1	2	33	0	1	0	0	1	0
<b>Total</b>	<b>362</b>	<b>507</b>	<b>42</b>	<b>414</b>	<b>589</b>	<b>41</b>	<b>428</b>	<b>598</b>	<b>42</b>	<b>525</b>	<b>675</b>	<b>44</b>

A snapshot of honorary appointments suggests a similar distribution to that of academic staff, with lower female representation at Professorial level (Table 4.9). To address these disparities we will:

- Develop guidelines to improve the gender balance and to promote intersectionality in the award of honorary appointments (**Action 3.13**).

Table 4.9 Headcount of Honorary Academic Appointments by Gender at 31.07.2016			
	Female	Male	% Female
Honorary Lecturer	42	27	61
Honorary Research Fellow	19	29	40
Honorary Senior Lecturer	3	3	50
Honorary Professor	12	47	20
Fellow Emeritus	0	1	0
Professor Emeritus	2	30	6
<b>Total</b>	<b>78</b>	<b>137</b>	<b>36</b>

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

City employs academic staff on Education & Research contracts, Research-only contracts and Education contracts, with fewer staff in the latter categories.

In 2015/16, 87% of women and 85% of men employed at City were on Education & Research contracts (Table 4.10). The overall number of staff on Education contracts has increased from 27 to 36 since 2012/13 and of these 36% were female in 2015/16.

There is no indication of staff being negatively affected by the nature of their contract therefore no actions are required at this time.

Table 4.10 Academic Staff by Gender and Role Type

	2012/13			2013/14			2014/15			2015/16		
	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	%
<b>Education &amp; Research Total</b>	<b>264</b>	<b>392</b>	<b>40</b>	<b>264</b>	<b>401</b>	<b>40</b>	<b>272</b>	<b>386</b>	<b>41</b>	<b>287</b>	<b>389</b>	<b>42</b>
AHSSBL	115	201	36	117	210	36	120	197	38	127	199	39
Lecturer	37	41	47	36	38	49	40	31	56	41	34	55
Senior Lecturer	51	48	52	52	53	50	52	56	48	51	57	47
Reader	8	14	36	9	16	36	8	14	36	12	15	44
Professor	19	98	16	20	103	16	20	96	17	23	93	20
STEMM	144	183	44	143	184	44	148	183	45	148	184	45
Lecturer	55	44	56	53	43	55	60	47	56	66	43	61
Senior Lecturer	61	53	54	61	54	53	61	54	53	56	56	50
Reader	7	12	37	6	13	32	6	13	32	8	15	35
Professor	21	74	22	23	74	24	21	69	23	18	70	20
Non AHSSBL & STEMM	5	8	38	4	7	36	4	6	40	12	6	67
Lecturer	2	1	67	1	0	100	2	0	100	1	0	100
Senior Lecturer	0	2	0	1	2	33	0	2	0	2	2	50
Reader	1	0	100	0	0	0	0	0	0	3	0	100
Professor	2	5	29	2	5	29	2	4	33	6	4	60
<b>Education-only Total</b>	<b>10</b>	<b>17</b>	<b>37</b>	<b>10</b>	<b>18</b>	<b>36</b>	<b>11</b>	<b>21</b>	<b>34</b>	<b>13</b>	<b>23</b>	<b>36</b>
AHSSBL	6	12	33	6	12	33	7	15	32	9	16	36
Lecturer	1	4	20	2	4	33	3	6	33	4	7	36
Senior Lecturer	3	7	30	2	6	25	2	7	22	3	7	30
Professor	2	1	67	2	2	50	2	2	50	2	2	50
STEMM	4	5	44	4	6	40	4	6	40	4	7	36
Lecturer	3	1	75	2	3	40	2	3	40	2	4	33
Senior Lecturer	1	4	20	2	3	40	2	3	40	2	3	40
<b>Research-only Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>50</b>
STEMM	0	0	0	0	1	0	0	1	0	1	1	50
Lecturer	0	0	0	0	1	0	0	1	0	1	1	50
<b>Neither Education or Research Total</b>	<b>1</b>	<b>1</b>	<b>50</b>	<b>1</b>	<b>1</b>	<b>50</b>	<b>1</b>	<b>1</b>	<b>50</b>	<b>1</b>	<b>1</b>	<b>50</b>
AHSSBL	0	0	0	0	0	0	0	0	0	1	0	100
Professor	0	0	0	0	0	0	0	0	0	1	0	100
Non AHSSBL & STEMM	1	1	50	1	1	50	1	1	50	0	1	0
Professor	1	1	50	1	1	50	1	1	50	0	1	0
<b>Total</b>	<b>275</b>	<b>410</b>	<b>40</b>	<b>275</b>	<b>421</b>	<b>40</b>	<b>284</b>	<b>409</b>	<b>41</b>	<b>302</b>	<b>414</b>	<b>42</b>

(iv) Academic leavers by grade and gender

Table 4.11 confirms the largest group of leavers comprises male and female Researchers. While the numbers are small, female Professorial departures decreased whereas male Professorial departures increased.

As a result of redundancy/severance arrangements, 15 women and nine men have left since 2013/14 and on average over the three years, the annual redundancy/severance rate is higher for females (1.4%) than for males (0.6%). This compares with a redundancy rate of 0.9% in the HE sector and wider economy in 2013/14 (source UCEA HE workforce Survey 2015). Although the numbers are low, we will monitor this and determine whether other actions are required over the next four years.

Table 4.11 Academic Staff Leavers by Gender and Reason

	2013/14			2014/15			2015/16		
	Female	Male	%	Female	Male	%	Female	Male	%
<b>AHSSBL</b>	<b>14</b>	<b>20</b>	<b>41</b>	<b>12</b>	<b>34</b>	<b>26</b>	<b>14</b>	<b>15</b>	<b>48</b>
Researcher	3	5	38	6	10	38	7	2	78
Expiry of contract	2	3	40	4	8	33	5	1	83
Redundancy/Severance	0	0	0	0	0	0	1	0	100
Resignation	1	2	33	2	2	50	1	1	50
Lecturer	5	4	56	3	10	23	3	3	50
Expiry of contract	0	0	0	0	4	0	0	0	0
Other	1	0	100	0	0	0	0	0	0
Redundancy/Severance	2	1	67	2	0	100	1	0	100
Resignation	2	3	40	1	6	14	2	3	40
Senior Lecturer	2	3	40	2	3	40	3	2	60
Expiry of contract	1	0	100	0	0	0	0	0	0
Other	0	0	0	0	1	0	0	0	0
Redundancy/Severance	0	0	0	1	0	100	1	0	100
Resignation	1	3	25	1	1	50	2	2	50
Retirement	0	0	0	0	1	0	0	0	0
Reader	0	0	0	1	2	33	0	1	0
Expiry of contract	0	0	0	0	0	0	0	1	0
Redundancy/Severance	0	0	0	1	0	100	0	0	0
Resignation	0	0	0	0	2	0	0	0	0
Professors	4	8	33	0	9	0	1	7	13
Expiry of contract	1	2	33	0	4	0	0	1	0
Redundancy/Severance	0	0	0	0	0	0	0	1	0
Resignation	1	5	17	0	4	0	0	2	0
Retirement	2	1	67	0	1	0	1	3	25
<b>STEMM</b>	<b>24</b>	<b>24</b>	<b>50</b>	<b>29</b>	<b>33</b>	<b>47</b>	<b>30</b>	<b>39</b>	<b>43</b>
Researcher	8	12	40	12	20	38	15	27	36
Expiry of contract	5	6	45	10	14	42	10	19	34
Redundancy/Severance	1	3	25	0	1	0	1	0	100
Resignation	2	3	40	2	4	33	4	7	36
Retirement	0	0	0	0	0	0	0	1	0
TUPE	0	0	0	0	1	0	0	0	0
Lecturer	6	2	75	8	3	73	11	7	61
Expiry of contract	0	0	0	0	2	0	4	1	80
Resignation	6	2	75	8	0	100	5	6	45
Retirement	0	0	0	0	1	0	2	0	100
Senior Lecturer	6	3	67	7	4	64	2	2	50
Redundancy/Severance	1	1	50	1	2	33	0	0	0
Resignation	4	2	67	4	2	67	1	2	33
Retirement	1	0	100	2	0	100	1	0	100
Reader	0	0	0	0	0	0	0	1	0
Retirement	0	0	0	0	0	0	0	1	0
Professors	4	7	36	2	6	25	2	2	50
Expiry of contract	0	2	0	0	1	0	1	0	100
Other	1	0	100	0	0	0	0	0	0
Redundancy/Severance	1	0	100	1	0	100	0	0	0
Resignation	1	3	25	0	1	0	0	2	0
Retirement	1	2	33	1	4	20	1	0	100
<b>Non AHSSBL &amp; STEMM</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>50</b>
Lecturer	0	0	0	0	0	0	1	0	100
Resignation	0	0	0	0	0	0	1	0	100
Professors	0	0	0	0	0	0	0	1	0
Retirement	0	0	0	0	0	0	0	1	0
<b>Grand Total</b>	<b>38</b>	<b>44</b>	<b>46</b>	<b>41</b>	<b>67</b>	<b>38</b>	<b>45</b>	<b>55</b>	<b>45</b>

In 2015/16 the turnover rate in AHSSBL decreased but increased in STEMM for both females and males (Table 4.12).

Turnover remained static at 12% for females and increased from 9% to 14% for males. These are both higher than the HE sector turnover rates for full-time academics (at or below 6% with small variation across levels) and higher than the median resignation rate (9.9%) in the wider economy (source; UCEA HE workforce survey 2015).

Table 4.12 Academic Staff Turnover

	2013/14		2014/15		2015/16		Change 2013/14 - 2015/16	
	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male
<b>AHSSBL</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>15</b>	<b>9</b>	<b>7</b>	<b>-1</b>	<b>-2</b>
Research	23	33	36	80	36	15	13	-18
Lecturer	13	9	7	25	7	8	-6	-2
Senior Lecturer	4	5	4	5	6	3	2	-2
Reader	0	0	12	13	0	7	0	7
Professor	19	8	0	9	4	7	-14	-1
<b>STEMM</b>	<b>13</b>	<b>10</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>16</b>	<b>2</b>	<b>6</b>
Research	21	22	28	32	35	45	15	23
Lecturer	11	4	14	6	17	14	6	10
Senior Lecturer	10	5	11	7	3	3	-6	-2
Reader	0	0	0	0	0	7	0	7
Professor	18	9	9	8	10	3	-8	-7
<b>Non AHSSBL &amp; STEMM</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>14</b>	<b>13</b>	<b>14</b>
Research	0	0	0	0	0	0	0	0
Lecturer	0	0	0	0	67	0	67	0
Senior Lecturer	0	0	0	0	0	0	0	0
Reader	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	20	0	20
<b>Total</b>	<b>12</b>	<b>9</b>	<b>12</b>	<b>14</b>	<b>13</b>	<b>11</b>	<b>1</b>	<b>2</b>

Note: Turnover rate by gender has been calculated using the base population of staff, the average number of staff in post, of a given gender, in an academic year and the previous year.

We need to investigate the reasons for this by gathering further qualitative data:

- Review exit questionnaire and exit interview process. Increase awareness and uptake by automating it through the Employee Self-Service system (**Action 2.51**).

(v) Equal pay audits/reviews

An Equal Pay Audit (EPA) conducted in 2015 identified all pay differences of 3% and 5% or more. Table 4.13 shows the gender pay gap decreased from 22% to 20% (basic pay) and from 25% to 23% (total pay).

The EPA identified an uneven distribution of staff with a higher proportion of women in lower pay grades (34%) and a lower proportion of women at higher grades (24%). There was no significant difference in basic pay for staff within Grades 1 – 8.

The gender pay gap was most significant at professorial level and was influenced by the distribution of male and female Professors and the separate salary ranges for Cass Business School. The Professorial Banding Scheme was introduced in 2013 to ensure the remuneration arrangements for Professors were equitable and that our salary levels remained competitive. The salary ranges were published on the Staff Hub in August 2016 to provide greater transparency of pay for senior academic staff.

Equal Pay Audit	Headcount	Female	Male	% Basic pay gap (mean)	% Total pay gap (mean)
2015	1904	959	945	20	23
2011	1750	898	852	22	25
2007	1797	949	848	17	20

City's gender pay gap was larger than that of comparator groups for AHSSBL but smaller for STEMM (Table 4.14). This may be attributed to a higher proportion of Professors in AHSSBL.

	% City	% Comparators	% London pre-92	% HE Sector
AHSSBL	24	17	19	14
STEMM	11	15	16	13
<b>Total</b>	<b>18</b>	<b>16</b>	<b>17</b>	<b>13</b>

Our response to the EPA includes two key priorities; implementing short-term actions and addressing the structural issues contributing to our gender pay gap.

A sub-group of ExCo explored the findings of the EPA and identified shorter-term actions for implementation. As an interim measure, a data analysis exercise was commissioned to interrogate further the distribution and progression of academics and results are being analysed.

Actions to progress this work include:

- The emerging Remuneration Strategy to include a clear policy on the retention of key staff, including an assessment of the impact of any gender pay gap resulting from the adjustments to salary on the grounds of retention (**Action 2.7**);
- Undertake a job evaluation exercise to band Grade 9 Professional Services roles to improve fairness and transparency of pay, across this grade (**Action 2.8**);
- Clarify and confirm the rationale for **additional payments** and create a uniform approach for the application of such payments to ensure consistency following the Equal Pay Audit 2015 (**Action 2.9**);
- Establish clarity and transparency over the 15% of Professors whose pay is 'red circled' and who are in receipt of a **Personal Element**. Provide support to help individuals move into the

next Professorial Band and/or support them to increase their contributions in line with the expectations for the Band **(Action 2.10)**;

- Through the Annual Salary Review and the Professional Salary Review processes, review the salaries of staff, including relative to new recruits, to ensure internal pay relativities are appropriate and aligned **(Action 2.11)**;
- Review the Annual Salary Review process to allow for the process to commence earlier in the academic year **(Action 2.12)**;
- Deans and PSDs to consider the proportion of female staff put forward for the Annual Salary Review process, with the expectation that there would be an increase in the proportion of female staff recommended **(Action 2.13)**;
- Review best practices in the sector and establish a clear process for staff to raise equal pay issues **(Action 2.14)**;
- Annual Equality Impact Assessment of the Salary Review process to include an analysis of the outcome against the gender pay gap, split by academic and Professional Service staff **(Action 5.3)**.

<b>Section 4</b>	
<b>Actual word count</b>	<b>2,040</b> <i>(This excludes headings, sub-headings, table and graph titles, written content in tables and references to action points.)</i>
<b>Recommended word count</b>	<b>2,000</b>

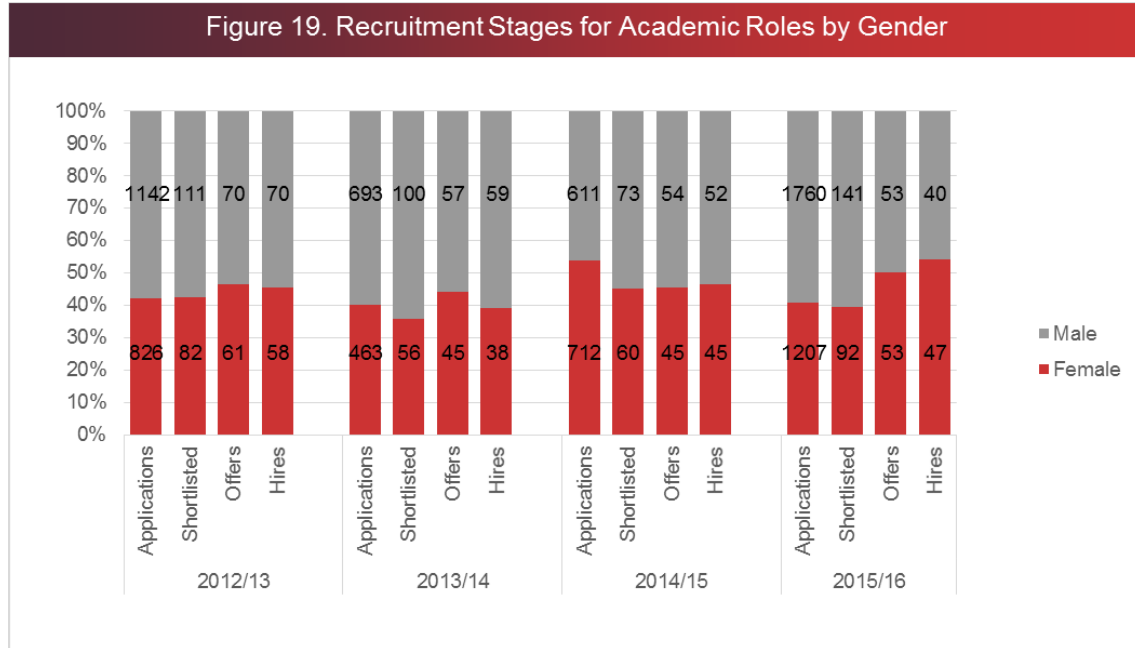
## 5. Supporting and advancing women’s careers

### 5.1 Key career transition points: academic staff

#### (i) Recruitment

All vacancies are advertised online through City’s website and on other platforms.

The breakdown for recruitment stages shows a trend of more applications from males apart from in 2014/15 (Figure 19).



There are also more male applicants within AHSBBL and STEMM (Tables 5.1 and 5.2). Generally female applicants in both STEMM and AHSSBL are slightly less likely to be made an offer compared to male counterparts based on the total number of applications. The gap between male and female appointments has reduced since 2012/13.

In August 2015 we updated our e-recruitment system to ensure that data on gender were routinely collected throughout the recruitment process. Previously, the field for identifying gender was not compulsory which accounts for the ‘unknown’ category. More robust data are presented for 2015/16 and indicative data are provided for previous academic years (there is no direct comparison). There is a reduction in the ‘unknown’ category in 2015/16 but it remains because some processes run into the next academic year.

Table 5.1 Recruitment Stages by Gender within AHSSBL

	2012/13				2013/14				2014/15				2015/16			
	Application	Shortlisted	Offered	Hired	Application	Shortlisted	Offered	Hired	Application	Shortlisted	Offered	Hired	Application	Shortlisted	Offered	Hired
Research Female	57	6	1	1	140	16	8	5	51	6	1	3	279	16	5	4
Research Male	63	8	4	4	110	12	9	9	27	3	2	3	204	10	6	6
Research Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research Unknown	119	5	0	0	218	14	0	0	79	6	0	0	118	1	0	0
<b>Research % Female</b>	<b>48</b>	<b>43</b>	<b>20</b>	<b>20</b>	<b>56</b>	<b>57</b>	<b>47</b>	<b>36</b>	<b>65</b>	<b>67</b>	<b>33</b>	<b>50</b>	<b>58</b>	<b>62</b>	<b>45</b>	<b>40</b>
Academic Female	341	14	23	21	139	9	10	9	269	18	13	12	524	20	16	11
Academic Male	542	12	26	27	217	12	9	9	302	19	16	19	939	33	16	12
Academic Other	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0
Academic Unknown	674	22	6	0	299	9	1	0	596	34	0	0	296	0	0	0
<b>Academic % Female</b>	<b>39</b>	<b>54</b>	<b>47</b>	<b>44</b>	<b>39</b>	<b>43</b>	<b>53</b>	<b>50</b>	<b>47</b>	<b>49</b>	<b>45</b>	<b>39</b>	<b>36</b>	<b>38</b>	<b>50</b>	<b>48</b>
Professorial Female	1	0	0	0	1	0	1	1	11	0	0	0	0	0	2	2
Professorial Male	18	0	1	1	4	1	2	2	5	0	0	0	8	0	0	0
Professorial Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professorial Unknown	22	0	0	0	9	0	0	0	16	1	0	0	9	0	0	0
<b>Professorial % Female</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>33</b>	<b>33</b>	<b>69</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>
<b>Total % Female</b>	<b>39</b>	<b>50</b>	<b>44</b>	<b>41</b>	<b>46</b>	<b>50</b>	<b>49</b>	<b>43</b>	<b>50</b>	<b>52</b>	<b>44</b>	<b>41</b>	<b>41</b>	<b>46</b>	<b>51</b>	<b>49</b>

Table 5.2 Recruitment Stages by Gender within STEMM

	2012/13				2013/14				2014/15				2015/16			
	Application	Shortlisted	Offered	Hired	Application	Shortlisted	Offered	Hired	Application	Shortlisted	Offered	Hired	Application	Shortlisted	Offered	Hired
Research Female	216	27	14	11	89	18	8	11	326	29	18	13	218	40	14	13
Research Male	176	29	15	12	178	52	31	31	227	45	24	20	396	80	21	16
Research Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research Unknown	278	29	0	0	221	31	3	0	508	48	1	0	209	2	0	0
<b>Research % Female</b>	<b>55</b>	<b>48</b>	<b>48</b>	<b>48</b>	<b>33</b>	<b>26</b>	<b>21</b>	<b>26</b>	<b>59</b>	<b>39</b>	<b>43</b>	<b>39</b>	<b>36</b>	<b>33</b>	<b>40</b>	<b>45</b>
Academic Female	202	34	20	22	92	13	16	10	50	4	11	17	152	13	16	16
Academic Male	318	55	20	20	179	22	5	8	47	6	11	9	200	16	10	6
Academic Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Academic Unknown	287	35	4	0	154	10	2	0	83	2	0	0	114	1	0	0
<b>Academic % Female</b>	<b>39</b>	<b>38</b>	<b>50</b>	<b>52</b>	<b>34</b>	<b>37</b>	<b>76</b>	<b>56</b>	<b>52</b>	<b>40</b>	<b>50</b>	<b>65</b>	<b>43</b>	<b>45</b>	<b>62</b>	<b>73</b>
Professorial Female	6	0	2	2	2	0	1	1	0	0	1	0	0	0	0	0
Professorial Male	24	6	3	5	4	0	1	0	0	0	1	1	0	0	0	0
Professorial Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professorial Unknown	16	4	0	0	8	1	0	0	1	1	0	0	0	0	0	0
<b>Professorial % Female</b>	<b>20</b>	<b>0</b>	<b>40</b>	<b>29</b>	<b>33</b>	<b>0</b>	<b>50</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total % Female</b>	<b>45</b>	<b>40</b>	<b>49</b>	<b>49</b>	<b>34</b>	<b>30</b>	<b>40</b>	<b>36</b>	<b>58</b>	<b>39</b>	<b>45</b>	<b>50</b>	<b>38</b>	<b>36</b>	<b>49</b>	<b>57</b>

We do not enforce a gender balance on selection panels or at shortlisting/interview but actions are included to address this. There is an expectation that Chairs of panels will have had equality and diversity training.

We need to increase the number of applications from female candidates and particularly for senior roles as identified in Section 4. Actions in support of this area include:

- Update recruitment, reward and promotion policies to ensure that panels have a reasonable gender balance (with at least one man and one woman) and increased consideration of issues arising from intersectionality (**Action 2.3**);

- Ensure all line managers, HoDs and Chairs of recruitment, reward and promotion panels undertake ‘inclusive leadership’ training, which includes awareness of unconscious bias **(Action 2.19)**;
- Ensure Chairs and members of recruitment, reward and promotion panels undertake equality and diversity training **(Action 2.20)**;
- All recruitment adverts to include positive action statements to encourage women and underrepresented groups to apply **(Action 3.1)**;
- Continue to ensure non-gendered language, for example, in job adverts and job descriptions. Ensure adverts are presented in a way that makes roles appealing and inclusive to candidates **(Action 3.2)**;
- Update recruitment application forms to include a section for periods of leave and caring responsibilities **(Action 3.4)**;
- Update shortlisting forms to include a section for the proportion of men and women who apply for the role and are shortlisted. Encourage consistent use of these across Schools and Professional Services **(Action 3.5)**;
- Consistently publicise all academic management roles internally to ensure staff have an opportunity to be considered **(Action 3.6)**;
- Continue to ensure recruitment agencies undertake a proactive search to ensure there is a strong pool of female applicants who are encouraged to apply **(Action 3.8)**;
- Consider re-opening the recruitment search if the gender balance is insufficient **(Action 3.10)**;
- Ensure that periods of leave, such as parental leave and sabbatical leave are consistently taken into account during the recruitment process **(Action 3.11)**;
- Each School and Professional Service to identify and cultivate links to create a pool of talented women who might be potential candidates for future recruitment, to develop a diverse, external talent pipeline **(Action 3.14)**.

## (ii) Induction

New staff are invited to attend the “Welcome to City” workshop which provides key information, and opportunities to network and ask questions. The workshop introduces staff to the wider institution and the support available from various services. This was attended by 90 staff in 2015 and 77 in 2016.

Induction is also carried out at local level by the HoD/line manager and supported by HR. An induction checklist ensures that issues ranging from the high-level strategy to the requirements of the role, the support and resources available and other practical measures are covered.

Induction is also supported by the completion of online courses in Equality and Diversity Awareness, Health and Safety and other requirements of the role. Some Schools implement a ‘buddy’ system and assign existing staff to support new staff to provide advice and guidance and answer questions.

The E&OC Survey indicated that 67% of academic respondents and 73% of Professional Services respondents had an induction process when they joined City. Over 50% of both staff groups felt the induction met their needs. However, only 22% of academic respondents and 27% of Professional Services respondents confirmed they were kept informed of gender equality matters.

We are reviewing our approach to induction including the means of assessing the effectiveness of induction.

The following action will introduce gender equality at the point of induction:

- Staff Induction material to include reference to the Athena SWAN principles, charter and information on equality and diversity training **(Action 2.6)**.

(iii) Promotion

Academics are invited to apply for promotion via an all-staff email. Applications are typically initiated by the staff member, but HoDs also encourage individuals to apply. Promotions consider staff achievements and contributions to research, education, professional practice and service/leadership (including outreach and pastoral responsibilities).

Promotions from Lecturer to Senior Lecturer are determined at School level. Promotions to Reader, Associate Professor and Professor are determined by the Academic Promotions Committee chaired by the President. The committee has eight members, two of whom are women (Dean of Cass and Director of Learning Enhancement and Development).

The eligible pool for 2013/14 academic promotions was based on staff at 31<sup>st</sup> July 2013 (including those who started after that date and applied for promotion). The same applied in 2014/15. The process for 2015/16 will be completed in early 2017.

In 2013/14, 52 academic staff were promoted and in 2014/15, 20 academic staff were promoted (Tables 5.3 and 5.4).

To support staff in applying for promotion, Preparing for Academic Promotion workshops, led by Deans, were launched in 2015/16. The workshops covered the criteria for promotion and the **academic role profiles** set out expectations of the contributions at each academic level and in each discipline. The workshops were well-received and 42 females applied for promotion in 2015/16 compared to 25 in 2014/15.

Figures 20 - 23 show:

The promotion process from Lecturer to Senior Lecturer resulted in 32% of women promoted in 2013/14 which increased to 45% in 2014/15. The success rate was higher in STEMM than in AHSSBL (Table 5.3).

There was a large pool of Senior Lecturers who would have been eligible in the promotion process to Reader. Very few staff applied but success rates were comparable (63% for women and 56% for men). A similar pattern was observed in 2014/15.

Promotion from Senior Lecturer to Professor is less common and as the numbers are small, it is difficult to discern a clear pattern.

The promotion process from Reader to Professor in 2013/14 had six female applicants (38%) and of those, 33% were promoted. Thirteen males applied (50%) and, of those, 38% were promoted.

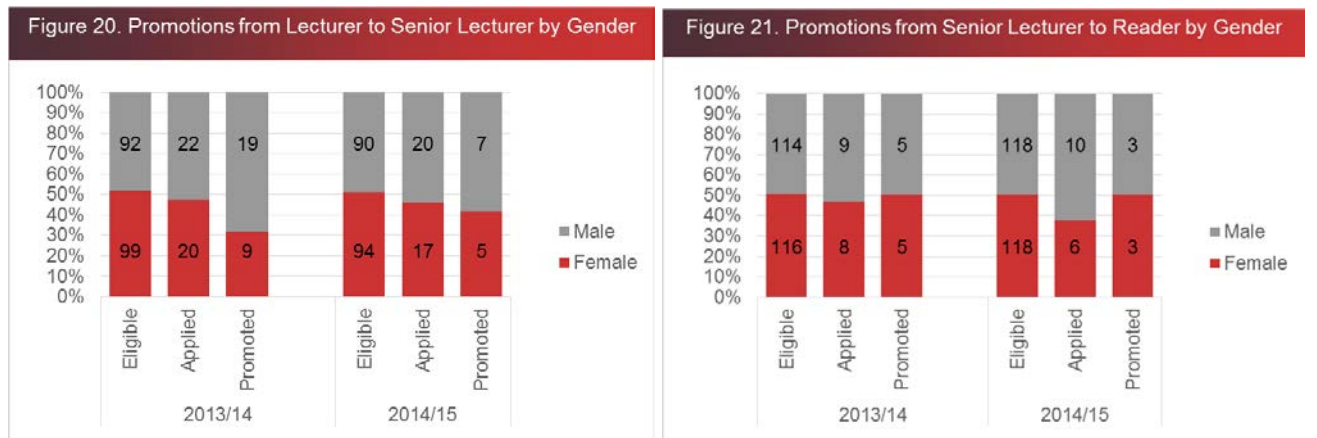


Figure 22. Promotions from Senior Lecturer to Professor by Gender

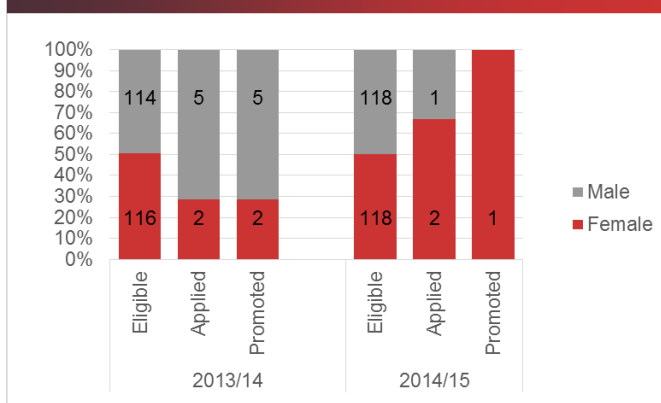


Figure 23. Promotions from Reader to Professor by Gender

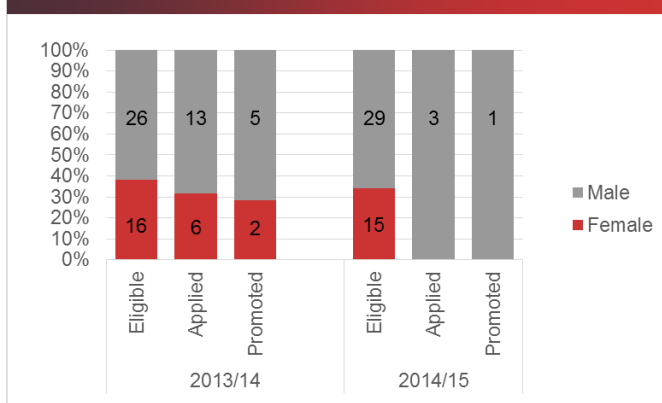


Table 5.3 Academic Promotions 2014/15 by Gender and Academic Level

	Eligible			Applied			Promoted		
	Female	Male	%	Female	Male	%	Female	Male	%
<b>AHSSBL</b>	<b>101</b>	<b>118</b>	<b>46</b>	<b>14</b>	<b>21</b>	<b>40</b>	<b>6</b>	<b>9</b>	<b>40</b>
Lecturer to Senior Lecturer	38	43	47	7	11	39	2	5	29
Senior Lecturer to Reader / Associate Professor	54	59	48	5	8	38	3	3	50
Senior Lecturer to Professor				2	0	100	1	0	100
Reader to Professor	9	16	36	0	2	0	0	1	0
<b>STEMM</b>	<b>124</b>	<b>117</b>	<b>51</b>	<b>11</b>	<b>13</b>	<b>46</b>	<b>3</b>	<b>2</b>	<b>60</b>
Lecturer to Senior Lecturer	55	47	54	10	9	53	3	2	60
Senior Lecturer to Reader / Associate Professor	63	57	53	1	2	33	0	0	0
Senior Lecturer to Professor				0	1	0	0	0	0
Reader to Professor	6	13	32	0	1	0	0	0	0
<b>Non AHSSBL &amp; STEMM Departments</b>	<b>2</b>	<b>2</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Lecturer to Senior Lecturer	1	0	100	0	0	0	0	0	0
Senior Lecturer to Reader / Associate Professor	1	2	33	0	0	0	0	0	0
Senior Lecturer to Professor				0	0	0	0	0	0
Reader to Professor	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>227</b>	<b>237</b>	<b>49</b>	<b>25</b>	<b>34</b>	<b>42</b>	<b>9</b>	<b>11</b>	<b>45</b>

Table 5.4 Academic Promotions 2013/14 by Gender and Academic Level

	Eligible			Applied			Promoted		
	Female	Male	%	Female	Male	%	Female	Male	%
<b>AHSSBL</b>	<b>101</b>	<b>115</b>	<b>47</b>	<b>20</b>	<b>31</b>	<b>39</b>	<b>8</b>	<b>23</b>	<b>26</b>
Lecturer to Senior Lecturer	39	46	46	10	15	40	2	13	13
Senior Lecturer to Reader / Associate Professor	54	55	50	5	6	45	3	4	43
Senior Lecturer to Professor				2	2	50	2	2	50
Reader to Professor	8	14	36	3	8	27	1	4	20
<b>STEMM</b>	<b>127</b>	<b>114</b>	<b>53</b>	<b>15</b>	<b>18</b>	<b>45</b>	<b>10</b>	<b>11</b>	<b>48</b>
Lecturer to Senior Lecturer	58	45	56	10	7	59	7	6	54
Senior Lecturer to Reader / Associate Professor	62	57	52	3	3	50	2	1	67
Senior Lecturer to Professor				0	3	0	0	3	0
Reader to Professor	7	12	37	2	5	29	1	1	50
<b>Non AHSSBL &amp; STEMM Departments</b>	<b>3</b>	<b>3</b>	<b>50</b>	<b>1</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>
Lecturer to Senior Lecturer	2	1	67	0	0	0	0	0	0
Senior Lecturer to Reader / Associate Professor	0	2	0	0	0	0	0	0	0
Senior Lecturer to Professor				0	0	0	0	0	0
Reader to Professor	1	0	100	1	0	100	0	0	0
<b>Total</b>	<b>231</b>	<b>232</b>	<b>50</b>	<b>36</b>	<b>49</b>	<b>42</b>	<b>18</b>	<b>34</b>	<b>35</b>

The data show that fewer women apply for promotion in comparison to men so we need to better understand why potential eligible staff do not apply for promotion and provide support to increase the number of applications.

The E&OC Survey indicated that 55% of respondents were aware of what they needed to do to apply for promotion; 26% were clear on how their application would be assessed, 19% felt the promotions process was fair and 24% felt supported in making an application for promotion. In relation to the latter, 21% of women felt supported compared to 28% of men.

We have not recorded separate data on promotion rates for full-time and part-time staff but will monitor this in future. We will reflect on the relationship between the numbers of part-time staff and gender and consider the possible effects (both positive and negative).

Key actions to underpin the above include:

- Equality and diversity representatives within Schools to be invited to attend School promotion panels, if not already a member **(Action 2.4)**;
- Ensure the academic promotions policy is consistently followed in respect of panel composition, with at least one external representative required on the School academic promotions panel **(Action 2.15)**;
- Further improve support and communication relating to the academic promotion process and encourage all eligible staff to apply **(Action 2.16)**;
- Deans and HoDs to provide support for female staff applying for academic promotion and to take account of equality considerations when nominating individuals for academic promotion **(Action 2.17)**;
- Continue to run annual Preparing for Promotion and Progression workshops for staff **(Action 3.18)**.

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Table 5.5 Headcount of Academic Staff submitted to REF 2014						
	Eligible			Submitted		
	Female	Male	% Female	Female	Male	% Female
<b>AHSSBL</b>	<b>136</b>	<b>244</b>	<b>36</b>	<b>54</b>	<b>135</b>	<b>29</b>
Researcher	8	14	36	2	3	40
Lecturer	42	56	43	13	24	35
Senior Lecturer	56	56	50	16	16	50
Reader	8	15	35	7	15	32
Professor	22	103	18	16	77	17
<b>STEMM</b>	<b>177</b>	<b>241</b>	<b>42</b>	<b>86</b>	<b>149</b>	<b>37</b>
Researcher	24	42	36	10	8	56
Lecturer	62	53	54	21	25	46
Senior Lecturer	61	55	53	27	34	44
Reader	7	13	35	6	12	33
Professor	23	78	23	22	70	24
<b>Non AHSSBL &amp; STEMM</b>	<b>3</b>	<b>6</b>	<b>33</b>	<b>0</b>	<b>2</b>	<b>0</b>
Lecturer	1	0	100	0	0	0
Senior Lecturer	1	2	33	0	0	0
Professor	1	4	20	0	2	0
<b>Total</b>	<b>316</b>	<b>491</b>	<b>39</b>	<b>140</b>	<b>286</b>	<b>33</b>

In preparation for the REF 2014, City commenced a major recruitment campaign in 2012, to achieve the *Strategic Plan 2012 to 2016* objective of doubling the proportion of our staff who were producing research that was internationally excellent or world-leading. Through this campaign, 94 staff were recruited (37% were female). Of the professorial appointments, 30% were female.

Tables 5.5 and 5.6 show that the total number of females eligible for submission to the REF 2014 decreased from RAE 2008 (a reduction of 14 women), whereas the total number of males increased (an addition of 114

males). The proportion of eligible staff submitted to REF 2014 in AHSSBL was lower, for both females and males, compared to STEMM.

Table 5.6 Headcount of Academic Staff submitted to RAE 2008

	Eligible			Submitted		
	Female	Male	%	Female	Male	%
<b>AHSSBL</b>	<b>115</b>	<b>179</b>	<b>39</b>	<b>48</b>	<b>112</b>	<b>30</b>
Researcher	3	9	25	2	8	20
Lecturer	42	38	53	9	18	33
Senior Lecturer	43	51	46	19	20	49
Reader	7	11	39	3	7	30
Professor	20	70	22	15	59	20
<b>STEMM</b>	<b>213</b>	<b>196</b>	<b>52</b>	<b>89</b>	<b>138</b>	<b>39</b>
Researcher	24	25	49	18	14	56
Lecturer	96	40	71	21	15	58
Senior Lecturer	68	52	57	29	38	43
Reader	7	22	24	6	18	25
Professor	18	57	24	15	53	22
<b>Non AHSSBL &amp; STEMM</b>	<b>2</b>	<b>2</b>	<b>50</b>	<b>0</b>	<b>2</b>	<b>0</b>
Lecturer	1	0	100	0	0	0
Senior Lecturer	1	0	100	0	0	0
Professor	0	2	0	0	2	0
<b>Total</b>	<b>330</b>	<b>377</b>	<b>47</b>	<b>137</b>	<b>252</b>	<b>35</b>

The data show a gender imbalance in the percentage of eligible staff submitted, although the gap between eligibility and submission by women decreased in REF 2014 (42% of eligible females and 67% of eligible males were submitted to RAE 2008; 44% of eligible females and 58% of eligible males were submitted to REF 2014).

32% of eligible female Lecturers and 36% of eligible female Senior Lecturers were submitted to REF 2014 compared to 45% and 44% respectively for males. At Professorial level a slightly larger proportion of eligible females (83%) than males (80%) were submitted to REF 2014 (73% and 75% in AHSSBL; 97% and 90% in STEMM respectively).

submitted to REF 2014 (73% and 75% in AHSSBL; 97% and 90% in STEMM respectively).

The gender imbalance warrants further investigation ahead of REF 2021 and we will encourage and support females at an earlier stage in their careers to excel in research.

The E&OC Survey responses reinforced this, indicating further support for staff undertaking research was required. 43% of respondents felt supported (the same for males and females) and 34% of respondents felt supported in making applications for research funding. 28% had taken sabbatical leave (23% of females and 34% of males) and 27% felt the sabbatical procedures were clear.

Actions to support and encourage female staff to undertake research include:

- Review the Sabbatical Leave and Career Break policies to provide clear guidance and to encourage consistent application across Schools. Ensure gender equality is considered in the process of reviewing these applications and update documentation to capture information on other types of leave/time away from work. **(Action 2.41)**;
- Review guidance on research grant applications to consider inclusivity **(Action 2.42)**;
- Monitor the number of females who are currently Principal Investigators on approved projects and those who applied but were unsuccessful. Provide targeted training and workload intervention in order to support Principal Investigator activity **(Action 2.43)**;
- Monitor the number of female academics producing 4\*/3\* research outputs and impact throughout the ARQM. Provide targeted support for female staff to increase numbers of females in this group **(Action 2.44)**;
- Ensure good representation of female academic staff in senior research roles, including representation on institutional Research & Enterprise Committee, Graduate School Committee and REF Working Group **(Action 2.45)**;
- Monitor female attendance rates at training courses to assist with research such as writing grant applications and proposals; and supervising PhD students. Utilise the mentoring scheme to support female academics **(Action 2.46)**;
- Deans to encourage female academics to become peer reviewers for funding bodies and to take roles in Learned Societies **(Action 2.47)**.

## 5.2 Key career transition points: professional and support staff

Only required for Silver applications

### 5.3 Career development: academic staff

#### (i) Training

A variety of training and development is made available to staff online, through face-to-face learning and support through other networks.

The training provision is largely developed and aligned with strategic objectives and evaluated using feedback sheets. The design and delivery are refined in light of feedback. The annual planning of the OD programme includes a review of existing provision in shaping the staff development programme for the year ahead. Further measures to review effectiveness are being developed.

Staff Development includes leadership and management training; coaching and mentoring; conference attendance; specific skills training; and personal development programmes such as mindfulness and developing resilience.

Programme details are held on the Staff Hub (intranet) to allow staff to view opportunities that would best suit their development needs. Training and development needs are identified through appraisal and dialogue between staff and their HoD/line manager.

The E&OC Survey indicated 52% of academic respondents and 65% of Professional Service respondents stated they had taken part in career or personal development training whilst working at City. Responses by gender were similar and suggested increasing the provision and better promotion of training on equality and diversity, unconscious bias and appraisals. The following actions will underpin this:

- Ensure all line managers, HoDs and Chairs of recruitment, reward and promotion panels undertake 'inclusive leadership' training, which includes awareness of unconscious bias **(Action 2.19)**;
- Ensure Chairs and members of recruitment, reward and promotion panels undertake equality and diversity training **(Action 2.20)**;
- Encourage all staff to undertake and pass the online equality and diversity training and follow-up with refresher training every two years **(Action 2.21)**;
- Promote 'Dignity and Respect in the Workplace' training to Departments and ensure Deans and PSDs actively encourage participation within their Schools and Professional Services **(Action 2.22)**.

#### (ii) Appraisal/development review

All staff (apart from those on probation or extended leave, including maternity leave) should have an annual appraisal. Schools and Professional Services can opt to use Simitive, the online appraisal system.

Appraisal discussions review contributions during the past year, set objectives for the coming year and identify training and development needs. All appraisers are expected to participate in appraisal training before undertaking appraisals.

Appraisal should be a focal point for career progression discussions and this is the case to a variable degree across Schools and Professional Services. It may be dependent on the disposition towards appraisal and the member of staff's relationship with the appraiser (not always the HoD/line manager).

Staff feedback is mixed on the process. Some academic staff dislike the notion of appraisal or regard it as a bureaucratic process. This affects attitudes towards the process and the role of the appraiser.

We are consulting academic staff on their appraisal experiences to make the appraisal process more meaningful. An academic appraisal survey was recently undertaken and results are being analysed.

The E&OC Survey indicated that 78% of academic respondents and 75% of Professional Services respondents had an appraisal in 2014/15. Completed appraisals are centrally logged by HR and records show 91% of all eligible staff had an appraisal in 2014/15.

In addition, 42% of academic respondents reported that the career development advice they received during the appraisal was good. However 38% reported it was neither good nor bad. 35% were satisfied with the appraisal process and 29% had undertaken appraiser/appraisee training. In light of general feedback, we acknowledge that more emphasis must be placed on longer-term career development during appraisal discussions.

Actions will reinforce expectations around appraisal:

- Ensure that all appraisers have attended appraisal training. Training to be refreshed every two years (**Action 2.24**);
- Review appraisal policy and processes and update documents to ensure discussions on short, medium and long-term objectives relating to career development and promotion take place for all staff (**Action 2.50**).

(iii) [Support given to academic staff for career progression](#)

We provide support for career progression to all academic staff through various routes. For example, appraisal; financial support such as pump priming and research sustainability funds for early career researchers; financial incentives such as discretionary accounts for Principal Investigators; research centres to support areas of excellence; and financial support for conferences and travel. Professional mentoring is available to support career development and we have launched an internal coaching network, with the provision of career coaching specifically for women.

City recently submitted its report for the HR Excellence in Research Award, which outlines the training programmes specifically for Postdoctoral Researchers. We provide development to researchers both to support their teaching endeavours and specialist research skills. Peer review of teaching is also available.

School-level programmes include, for example, providing support to Postdoctoral Researchers and Doctoral students by funding annual workshops on writing grant applications and by conducting seminars on publishing research.

All students and staff who undertake the Postgraduate certificate/diploma or MA Academic Practice are allocated a personal tutor for the duration of the programme. The personal tutor will usually see each student once a term to check on progress and will read all formative draft pieces of work.

Participants on the RISES scheme have the opportunity to gain a HEA Fellowship and are provided with a mentor.

City provides 15 places per annum for talented female staff to undertake the **Aurora** Programme, with the opportunity to work on post-Aurora activities to boost the skills and experiences of participants by involvement in projects.

In 2015 we launched the CityUniWomen group to provide a forum for members to share experiences, learn from each other and empower each other to realise their potential and make active and informed choices in their careers.

The E&OC Survey indicated that 35% of academic respondents felt encouraged to take part in career development (34% of females, 38% of males) but only 14% of respondents felt their School supported staff well during periods of study.

In addition, 33% of respondents felt they had an opportunity to progress from their current role (34% of females and 32% of males). 39% of women felt supported in regard to career progression. The E&OC Survey indicated a lack of development opportunities for Grades 1-5 Professional Services staff. Alongside this and other feedback, work has begun on developing a cohort of internal coaches.

Actions to support career progression include:

- Review Professional Service career promotion routes to provide support for progression into Grade 8 and 9 roles (**Action 3.15**);
- Continue to support and increase the number of places available for the *Aurora* programme and increase confidence and leadership skills (**Action 3.19**);
- Implement **SpringBoard** for female staff to provide personal and career development and increase confidence and leadership skills (**Action 3.20**);
- Increase the provision of coaching and mentoring across City;
  - Develop a career coaching policy and system
  - All staff to have access to a coach if they request one
  - Increase participation in the Women in University Mentoring Scheme (WUMS) (**Action 3.21**);
- Create a staff development web-tool to promote and publicise development opportunities for staff (**Action 4.10**).

#### 5.4 Career development: professional and support staff

Only required for Silver applications

#### 5.5 Flexible working and managing career breaks

- (i) [Cover and support for maternity and adoption leave: before leave](#)

Staff planning to undertake maternity and adoption leave are invited to a meeting with the HR Manager to plan for the period of leave and provide confirmation of benefits. The HoD/line manager may be in attendance.

This includes prospective discussions of how Keeping In Touch (KIT) days can be used and the extent to which the member of staff wishes to be involved with work, research, etc. during the period of leave.

The E&OC Survey indicated that 95% of female academic respondents and 66% of female Professional Services respondents had taken maternity leave while working at City. Through the Survey some staff expressed concerns about the maternity pay and provision.

To ensure we provide a scheme in line with the sector we will:

- Review the maternity policy to ensure it is clear and transparent and benchmark against entitlements provided in the sector (**Action 2.26**);
- Establish and communicate the maternity leave and pay provisions for PhD students (**Action 2.32**).

(ii) Cover and support for maternity and adoption leave: during leave

Funding to cover leave is provided and managed within each School and Professional Service budget. Key duties and responsibilities will be covered, either by a replacement (maternity leave cover) post or the deployment of VLS or other staffing arrangements. The following action will help ensure cover is provided consistently across City:

- Ensure the process of providing cover for long-term absence, for example: maternity leave, is consistently applied across Schools and Professional Services (**Action 2.30**).

KIT days are used during leave for work, training or any other work activities (e.g. conference attendance, appraisal meetings, Departmental away days) up to normal contractual hours. Support also includes contact from the HoD and colleagues and continued receipt of general School emails.

(iii) Cover and support for maternity and adoption leave: returning to work

The HR Manager and HoD will discuss the planned return to work with the member of staff. This may include an initial phased hours period or initial alteration to the workload allocation model (e.g. a reduced teaching load).

Staff who decide not to return to work following maternity leave are not required to refund any element of the maternity pay. Those who choose to return, receive additional payments equal to 10 weeks' pay based on the number of hours worked prior to the maternity leave. The payments are spread over the first 10 months of return to work.

Key actions to reinforce this include:

- Consistently provide support for staff returning from significant periods of time away from work through, for example, flexible working, dedicated research time, training and development (**Action 2.31**);
- Provide assistance to staff with young children to enable them to attend training and conferences, for example, support additional childcare costs and accommodation options. Funding provided from School and Professional Service budgets (**Action 2.34**).

(iv) Maternity return rate

The maternity return rate is provided in Tables 5.7 and 5.8 and is comparable with the sector return rate. This may be influenced by the maternity benefits as a Maternity Payment is made for each month for 10 months following the member of staff's return from maternity leave. However, we do not see a rise in the number of leavers at the 12<sup>th</sup> or 13<sup>th</sup> month so assume that staff would have returned to work and stayed in employment irrespective of the benefits.

The return rates are lower in STEMM than AHSSBL for 2012/13 (87% versus 100%, respectively) and 2014/15 (82% versus 100%, respectively) but 100% for both areas in 2013/14. Staff in Non AHSSBL & STEMM have lower return rates (89% in 2012/13, 86% in 2013/14 and 84% in 2014/15). This results in a return rate for City that varies between 90% and 100%.

Generally, staff remain at City for more than 18 months after returning from maternity leave. For instance in 2014/15, of the 17 academic staff who took maternity leave, 15 returned to work. From that group, 13 staff members remained in post 18 months after their return. Non-return is not a significant issue therefore no actions are required.

Table 5.7 Maternity Leave figures for Academic Staff

	2012/13			2013/14			2014/15			2015/16		
	Total	Not Return	% Return rate	Total	Not Return	% Return rate	Total	Not Return	% Return rate	Total	Not Return	% Return rate
<b>AHSSBL</b>	<b>5</b>	<b>0</b>	<b>100</b>	<b>5</b>	<b>0</b>	<b>100</b>	<b>5</b>	<b>0</b>	<b>100</b>	<b>4</b>	<b>0</b>	<b>100</b>
Research	1	0	100	0	0	0	0	0	0	1	0	100
Lecturer	3	0	100	3	0	100	1	0	100	2	0	100
Senior Lecturer	1	0	100	2	0	100	4	0	100	1	0	100
<b>STEMM</b>	<b>15</b>	<b>2</b>	<b>87</b>	<b>4</b>	<b>0</b>	<b>100</b>	<b>11</b>	<b>2</b>	<b>82</b>	<b>9</b>	<b>0</b>	<b>100</b>
Research	4	1	0	1	0	100	2	1	50	3	0	100
Lecturer	6	1	83	1	0	100	2	0	100	2	0	100
Senior Lecturer	5	0	100	1	0	100	7	1	86	3	0	100
Reader	0	0	0	1	0	100	0	0	0	1	0	100
<b>Non AHSSBL &amp; STEMM</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>
Professor	0	0	0	0	0	0	1	0	100	0	0	0
<b>Total</b>	<b>20</b>	<b>2</b>	<b>90</b>	<b>9</b>	<b>0</b>	<b>100</b>	<b>17</b>	<b>2</b>	<b>88</b>	<b>13</b>	<b>0</b>	<b>100</b>

Table 5.8 Maternity Leave figures for Professional Services Staff

	2012/13			2013/14			2014/15			2015/16		
	Total	Not Return	% Return rate	Total	Not Return	% Return rate	Total	Not Return	% Return rate	Total	Not Return	% Return rate
<b>AHSSBL</b>	<b>15</b>	<b>4</b>	<b>79</b>	<b>8</b>	<b>1</b>	<b>89</b>	<b>13</b>	<b>3</b>	<b>81</b>	<b>9</b>	<b>0</b>	<b>100</b>
GR3	0	0	0	0	0	0	0	0	0	1	0	100
GR4	1	0	100	0	0	0	1	1	50	0	0	0
GR5	5	0	100	4	1	80	5	1	83	4	0	100
GR6	3	1	75	2	0	100	2	1	67	2	0	100
GR7	3	1	75	1	0	100	3	0	100	2	0	100
GR8	2	1	67	1	0	100	2	0	100	0	0	0
GR9	1	1	50	0	0	0	0	0	0	0	0	0
<b>STEMM</b>	<b>5</b>	<b>0</b>	<b>100</b>	<b>7</b>	<b>1</b>	<b>88</b>	<b>8</b>	<b>3</b>	<b>73</b>	<b>3</b>	<b>0</b>	<b>100</b>
GR5/5B	2	0	100	2	0	100	3	2	60	0	0	0
GR 6	0	0	0	1	0	100	2	0	100	2	0	100
GR 7	3	0	100	3	1	75	2	0	100	1	0	100
<b>Non AHSSBL &amp; STEMM</b>	<b>12</b>	<b>0</b>	<b>100</b>	<b>16</b>	<b>3</b>	<b>84</b>	<b>16</b>	<b>1</b>	<b>94</b>	<b>28</b>	<b>0</b>	<b>100</b>
GR3	0	0	0	0	0	0	0	0	0	1	0	100
GR4	1	0	0	0	0	0	1	0	100	3	0	100
GR5	5	0	100	2	1	67	4	0	100	9	0	100
GR6	4	0	100	5	0	100	5	1	83	6	0	100
GR7	2	0	100	4	1	80	4	0	100	7	0	100
GR8	0	0	100	4	1	80	2	0	100	1	0	100
GR9	0	0	0	1	0	100	0	0	0	1	0	100
<b>Total</b>	<b>32</b>	<b>4</b>	<b>89</b>	<b>31</b>	<b>5</b>	<b>1</b>	<b>37</b>	<b>7</b>	<b>84</b>	<b>40</b>	<b>0</b>	<b>100</b>

(v) Paternity, shared parental, adoption, and parental leave uptake

Staff with more than 26 weeks continuous service are eligible to take two weeks of paid paternity leave, plus further unpaid leave. Paid paternity leave can be taken flexibly, either as a block of two weeks at the time of the birth (this is the most common form) or in several shorter periods of absence.

Table 5.9 Adoption, Parental and Paternity Leave figures for Academic Staff				
	2012/13	2013/14	2014/15	2015/16
<b>Adoption leave</b>				
AHSSBL	1	0	0	0
Professor	1	0	0	0
<b>Parental leave</b>				
AHSSBL	0	0	0	0
<b>Paternity leave</b>				
AHSSBL	4	0	1	2
Research	1	0	0	1
Lecturer	1	0	1	0
Senior Lecturer	1	0	0	0
Reader	1	0	0	0
Professor	0	0	0	1
STEMM	4	2	1	2
Research	1	0	0	1
Lecturer	2	1	1	1
Professor	1	1	0	0
Non AHSSBL & STEMM	0	0	0	1
Senior Lecturer	0	0	0	1
<b>Total</b>	<b>18</b>	<b>2</b>	<b>2</b>	<b>5</b>

Tables 5.9 and 5.10 demonstrate a low uptake of paternity leave across City.

The following action will create better awareness of this entitlement:

- Increase awareness and communication of paternity leave, through clear signposting on the HR intranet page **(Action 2.28)**.

Due to the low uptake of shared parental leave, further publicity of this will be provided:

- Increase awareness and communication of shared parental leave and emphasise the benefits of this to staff, through clear signposting on the HR intranet page **(Action 2.29)**.

Table 5.10 Adoption, Parental and Paternity Leave figures for Professional Services Staff				
	2012/13	2013/14	2014/15	2015/16
<b>Adoption leave</b>				
AHSSBL	0	0	0	0
<b>Parental leave</b>				
Non AHSSBL & STEMM	1	0	0	2
GR6	1	0	0	0
GR7	0	0	0	1
GR8	0	0	0	1
<b>Paternity leave</b>				
AHSSBL	0	3	1	1
GR5	0	1	0	0
GR6	0	1	0	1
GR7	0	1	1	0
STEMM	1	1	3	1
GR5	0	0	1	0
GR6	1	1	0	1
GR7	0	0	1	0
GR8	0	0	1	0
Non AHSSBL & STEMM	5	10	9	14
GR1	1	0	0	2
GR3	0	1	0	0
GR4	0	0	1	2
GR5	0	4	0	4
GR6	1	4	6	1
GR7	2	1	2	3
GR8	1	0	0	2
<b>Total</b>	<b>6</b>	<b>14</b>	<b>13</b>	<b>16</b>

#### (vi) Flexible working

Flexible working is agreed between the HoD/line manager and staff member and can include reduction in hours, compressed hours or working from home. City does not centrally record requests or approvals relating to flexible working that do not result in a contractual change, for example, a period of reduced hours and a corresponding reduction in salary.

The E&OC Survey indicated that flexible working is widely used, although inconsistency in practice and variable rates of agreement to flexible working requests are influenced by the practicability of the initial request.

Formal flexible working arrangements applied to 13% of respondents in STEMM and 12% of respondents in AHSSBL Departments. Informal flexible working arrangements applied to 36% of respondents in STEMM (40% of the females and 28% of the males) and 25% of respondents in AHSSBL (22% of the females and 30% of the males).

The E&OC Survey also indicated that 24% of respondents in STEMM and 32% respondents in AHSSBL were aware of the flexible working policy and 49% in STEMM and 50% in AHSSBL felt that their line manager was supportive.

We recognise the need to improve the visibility and implementation of guidance to staff and managers on making and responding to flexible working requests. We are drafting a new Flexible Working Policy and will offer guidance to HoDs/line managers in considering flexible working requests, including examples of forms of flexible working.

To communicate this more widely, we will:

- Increase awareness and communication of family-friendly policies, for example: maternity leave policy and flexible working policy, through clear signposting on the HR intranet page and include case studies of flexible working (**Action 2.27**).

#### (vii) Transition from part-time back to full-time work after career breaks

This will depend on the wishes of the member of staff, the needs of City and available resources. We would make every effort to accommodate requests for increases in hours, including a phased transition to full-time hours. If the part-time hours have been agreed for a fixed-term period and funding arrangements put in place to enable return to full-time work, the resumption of full-time hours will be straightforward.

To support staff returning to work, we will:

- Consistently provide support for staff returning from significant periods of time away from work through, for example, flexible working, dedicated research time and training and development (**Action 2.31**);
- Increase the provision of Coaching and Mentoring across City;
  - Develop a career coaching policy and system
  - All staff to have access to a coach if they request one
  - Participation in the Women in University Mentoring Scheme (WUMS) (**Action 3.21**).

### (viii) Childcare

As a central London institution, where staff have an average of a one hour commute to work, the demand for on-site childcare is not as great as at a campus university in a provincial city, and therefore we do not provide this facility.

Facilities for baby-changing can be found at various locations on the campus although not every building has this option available.

As part of our benefits package staff are offered childcare vouchers and the HR intranet pages contain information about these and how to apply. In STEMM, 60% of female academics took up childcare vouchers compared to 49% in AHSSBL. In Professional Services 62% of staff are in receipt of these. As part of our Action Plan we will:

- Review existing facilities for staff and students with childcare responsibilities; improve and expand baby changing facilities and review the use of spaces for breastfeeding and milk storage. We will provide clear signposting on the HR intranet page of local childcare providers **(Action 2.35)**.

### (ix) Caring responsibilities

City provides time off for staff with caring responsibilities, usually arranged informally through dialogue with the HoD/line manager. In general, requests are accommodated and this will be through flexible working arrangements and/or time off in lieu.

The E&OC Survey indicated that 45% of academic respondents and 29% of Professional Services respondents had caring responsibilities for dependants. We recognise the need to proactively communicate this support to staff and we will:

- Increase awareness and communication of family-friendly policies, for example: maternity leave policy and flexible working policy, through clear signposting on the HR intranet page and include case studies of flexible working **(Action 2.27)**.

## 5.6 Organisation and culture

### (i) Culture

City has a vibrant learning and research community and a diverse and inclusive student population. We have areas of good practice in relation to equality and diversity and improving the consistency of implementation will benefit our staff. Our Action Plan will enable us to embed core changes to policy, practice and in turn affect the way we do things, which is at the heart of cultural change.

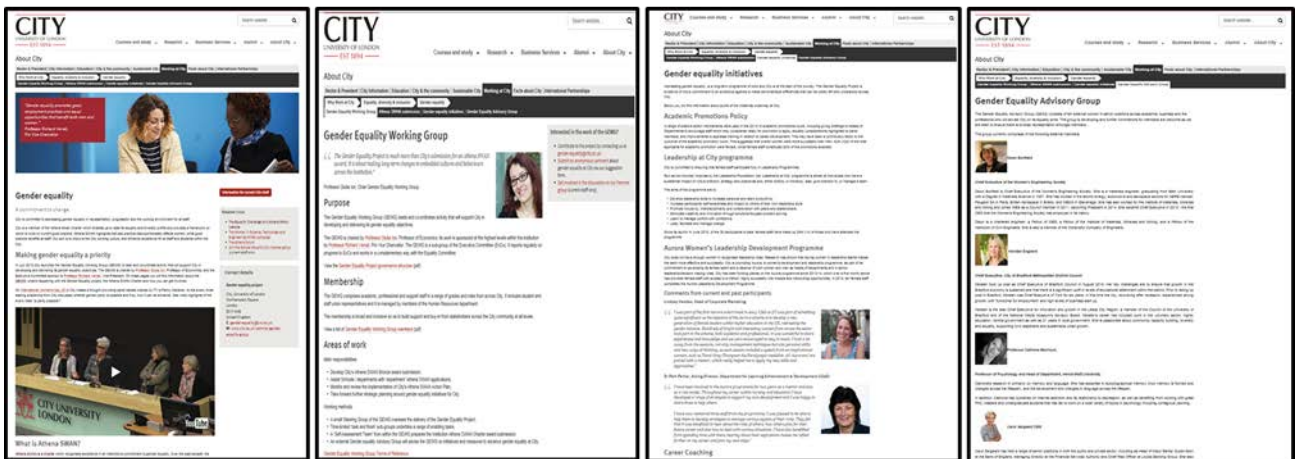
To raise awareness of the Athena SWAN Charter and promote gender equality, an internal 'Tides of Change' campaign was launched. This included posters and messaging on internal plasma screens across campus. *CityNews*, our internal magazine, ran a cover feature on gender equality and the work to address the challenges (Figure 24). This was supported by a feature in *CityWire*, the online staff news bulletin, and the launch of a Yammer group to discuss issues and share articles.

Figure 24. City News Magazine



Alongside this, the equality and diversity sections of our website were overhauled (Figure 25), highlighting the Athena SWAN Charter, our objectives and progress. Where possible we have actively promoted the principles but actions will help us to embed this further.

Figure 25. City's Gender Equality Intranet Pages



The E&OC Survey indicated that addressing issues linked to Athena SWAN was a positive step forward but that City was behind the sector in this area.

We will embed gender equality in policies and decision-making procedures, supported by these actions:

- All Committees at City to consider equality and diversity and incorporate the Athena SWAN principles in policy and decision-making processes, as applicable (**Action 2.1**);
- Appoint an equality and diversity representative within each School Executive Committee and each Professional Service or groups of services (**Action 2.2**);
- Update recruitment, rewards and promotion policies to ensure that panels have a reasonable gender balance (with at least one male and one female) and increased consideration of issues arising from intersectionality (**Action 2.3**);
- Staff induction material to include reference to the Athena SWAN principles, charter and information on equality and diversity training (**Action 2.6**);
- Review best practice in the sector and establish a clear process for staff to raise equal pay issues (**Action 2.14**);

- Ensure all line managers, HoDs and Chairs of recruitment, reward and promotion panels undertake 'Inclusive leadership' training, which includes awareness of unconscious bias **(Action 2.19)**;
- Identify regular reports that require review to ensure that protected characteristics are incorporated appropriately and to set out how and where these data will be analysed to inform local or institutional decision-making. **(Action 2.39)**;
- Conduct a review of the relevant City webpages to determine whether information regarding gender equality and diversity is clear and provides a consistent, compelling message **(Action 4.8)**.

#### (ii) HR policies

The local HR Manager supports HoD/line managers and staff in the procedural and practical requirements of implementing policies. Monitoring consistent application of HR policies is complicated by the devolved nature of staff and managerial interaction. Feedback from staff and trade union representatives highlights discrepancies between policy and practice which are considered.

Staff with management responsibilities are offered management development, coaching and mentoring. They can access policies on the Staff Hub and are supported to prepare for formal stages in people management policies by the HR Manager.

The E&OC Survey indicated a lack of transparency and awareness of policies, particularly in relation to flexible working. Comments also related to the insufficient publicity of policies on the intranet and inconsistency in application.

To promote consistency and increase awareness of policies, actions include:

- Ensure the academic promotions policy is consistently followed in respect of panel composition, with at least one external representative required on the School academic promotions panel **(Action 2.15)**;
- Continue to ensure consistency in the application of criteria for Professorial recruitment and Professorial promotion. Revise guidance for academic promotions to provide greater clarity on the level of contribution expected for each criterion and alignment with the expectations of the role as set out in the Academic Role Profiles **(Action 2.18)**;
- Review maternity policy to ensure it is clear and transparent and benchmark against entitlements provided in the sector **(Action 2.26)**;
- Increase awareness and communication of family-friendly policies, for example: maternity leave policy and flexible working policy, through clear signposting on the HR intranet page and include case studies of flexible working **(Action 2.27)**;
- Consistently apply the policy that Deans and PSDs provide staff with verbal and written feedback following the outcome of reward and promotion submissions **(Action 2.48)**;
- Review appraisal policy and processes and update documents to ensure discussions on short, medium and long-term objectives relating to career development and promotion take place for all staff **(Action 2.50)**;
- Consistently publicise all vacant academic management roles internally to ensure staff have an opportunity to be considered **(Action 3.6)**;
- Ensure that periods of leave, such as parental leave and sabbatical leave are consistently taken into account during the recruitment process **(Action 3.11)**.

(iii) Proportion of heads of school/faculty/department by gender

The People Strategy 2016-2021 places a new emphasis on HoDs/line managers in managing and developing staff. The role of HoD has broad responsibilities and we need to equip colleagues better to prepare for and take on the role of HoD including encouraging them to attend the management and personal development programmes on offer.

Females made up just over 30% of academic leadership positions in 2015/16 across AHSSBL and STEMM but there were none in the Executive Team (Table 5.11). Women were in the minority in every leadership role until 2014/15. There were no female HoDs in AHSSBL until 2014/15, whilst in STEMM they have decreased. There is no requirement for a HoD to be a Professor, therefore the low number may suggest that the role is not appealing or that it may inhibit progression/promotion. HoDs are usually appointed for three years and then rotated.

Following recent senior appointments in Professional Services, the majority of Services are now led by females (Table 5.12).

Table 5.13 shows a lack of diversity in senior management roles against comparators.

	2012/13			2013/14			2014/15			2015/16		
	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	%
<b>AHSSBL</b>	<b>3</b>	<b>19</b>	<b>14</b>	<b>3</b>	<b>21</b>	<b>13</b>	<b>4</b>	<b>22</b>	<b>15</b>	<b>6</b>	<b>14</b>	<b>30</b>
HoD	0	7	0	0	7	0	1	6	14	1	5	17
Associate / Assistant Dean	3	7	30	3	9	25	3	11	21	3	7	30
Deputy Dean	0	2	0	0	2	0	0	2	0	1	0	100
Dean	0	3	0	0	3	0	0	3	0	1	2	33
<b>STEMM</b>	<b>10</b>	<b>26</b>	<b>28</b>	<b>9</b>	<b>17</b>	<b>35</b>	<b>6</b>	<b>15</b>	<b>29</b>	<b>10</b>	<b>19</b>	<b>34</b>
HoD	4	6	40	4	8	33	2	8	20	2	11	15
Associate / Assistant Dean	6	16	27	5	6	45	4	3	57	7	3	70
Deputy Dean	0	2	0	0	1	0	0	2	0	1	2	33
Dean	0	2	0	0	2	0	0	2	0	0	2	0
<b>Non AHSSBL &amp; STEMM</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>
Deputy President	0	2	0	0	2	0	0	1	0	0	1	0
Vice-President	0	3	0	0	3	0	0	3	0	0	3	0
<b>Total</b>	<b>13</b>	<b>50</b>	<b>21</b>	<b>12</b>	<b>43</b>	<b>22</b>	<b>10</b>	<b>41</b>	<b>20</b>	<b>16</b>	<b>36</b>	<b>31</b>

	2012/13			2013/14			2014/15			2015/16		
	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	%
Professional Services Directors	5	9	36	6	8	43	5	7	42	7	5	58

	% City	% Comparators	% London Pre-92	% Sector
<b>Senior Management</b>	<b>0</b>	<b>24</b>	<b>26</b>	<b>30</b>
White	0	23	25	30
BAME	0	18	35	24
<b>Head of School/Senior Function Head</b>	<b>17</b>	<b>26</b>	<b>26</b>	<b>35</b>
White	14	26	25	36
BAME	17	28	34	29
<b>Total</b>	<b>13</b>	<b>26</b>	<b>26</b>	<b>34</b>

Comments from the E&OC Survey reinforced the lack of diversity and gender balance across senior roles and although progress has been made in Professional Services the following actions will progress this further:

- PI 1. Maintaining the proportion (of base population) of Grade 9 Professional Services staff at ~50% female by 2020/21 **(Action 1.2)**;
- All recruitment adverts to include positive action statements to encourage women and underrepresented groups to apply **(Action 3.1)**;
- Continue to ensure non-gendered language, for example, in job adverts and job descriptions. Ensure adverts are presented in a way that makes roles appealing and inclusive to candidates **(Action 3.2)**;
- Continue to ensure recruitment agencies undertake a proactive search to ensure there is a strong pool of female applicants who are encouraged to apply. For example, for senior academic posts, approach current and previous female HoDs and ask Deans to nominate women **(Action 3.8)**;
- Improve the gender balance among role holders such as Deputy/Associate Deans, HoDs or equivalent and, more generally, in respect of staff allocated to positions with additional responsibility. Schools to develop a PI on this **(Action 3.22)**.

(iv) Representation of men and women on senior management committees

All committee data is based on membership at 1<sup>st</sup> September for each academic year.

City's Executive Team (ET) consists of the President, Deputy President & Provost, three Vice-Presidents, Director of Human Resources and the Chief Financial Officer. The Dean of SHS was appointed to Vice-President (International) in 2014 and therefore is also a member of ET. Membership of ExCo is role-specific and comprises ET, six Deans of Schools (including the Graduate School) and six Directors of Professional Services.

The gender distribution across ET and ExCo changed in 2016/17 following the appointments of a female Chief Financial Officer and a female Director of IT. Table 5.14 is a snapshot of membership.

Table 5.14 Executive Committee Membership by Gender												
	2013/14			2014/15			2015/16			2016/17		
	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	%
Executive Team	1	6	14	1	6	14	1	6	14	2	5	29
ExCo	2	16	11	2	15	12	3	15	17	6	12	33

In recruitment to senior roles we will continue to select executive search agencies based on their track record in identifying diverse pools of candidates.

Actions to improve further the gender balance at these levels include:

- PI 2. Increasing the representation of females on senior committees:  
We expect diverse membership on our senior committees, with a minimum of 30% females and 30% males on each **(Action 1.2)**;
- When selecting executive search and other recruitment agencies as preferred suppliers, always seek to work with those that have proven track-record of placing a high number of female candidates **(Action 3.7)**;
- Continue to ensure recruitment agencies undertake a proactive search to ensure there is a strong pool of female applicants who are encouraged to apply **(Action 3.8)**;
- Consistently ensure there is sufficient lead-in time as part of the recruitment process for senior roles **(Action 3.9)**;
- Each School and Professional Service to identify high potential female staff in order to develop a diverse, internal talent pipeline **(Action 3.16)**.

(v) Representation of men and women on influential institution committees

In 2016/17 women were in the minority of the membership of all of City’s influential committees. Membership is mostly role-specific.

The imbalance is more acute in sub-committees of Council, although there has been improvement in the representation of women on Council (Figure 25). This is in line with the aim of the 30% Club.

Senate improved its gender balance in the last two years increasing to 33% of females in 2016/17.

In addition, City’s Council extended the ToR of its Remuneration Committee to review progress in addressing equality and diversity issues. The Committee receives regular updates on the progress of gender equality.

Female representation on sub-committees of ExCo (Figures 26 and 27) will also improve and actions to support committees in achieving a gender balance include:

- PI 2. Increasing the representation of women on senior committees:
  - We expect diverse membership on our senior committees, with a minimum of 30% females and 30% males on each (**Action 1.2**);
  - Produce guidelines on the process for nominating committee members, to ensure equality and diversity considerations have been taken into account (**Action 1.7**);
  - Each Committee to undertake a review of existing membership and create an action plan (if applicable) on how they will increase female representation. Regularly consider rationalising the committee structure where possible to avoid ‘committee overload’ for members (**Action 1.8**).

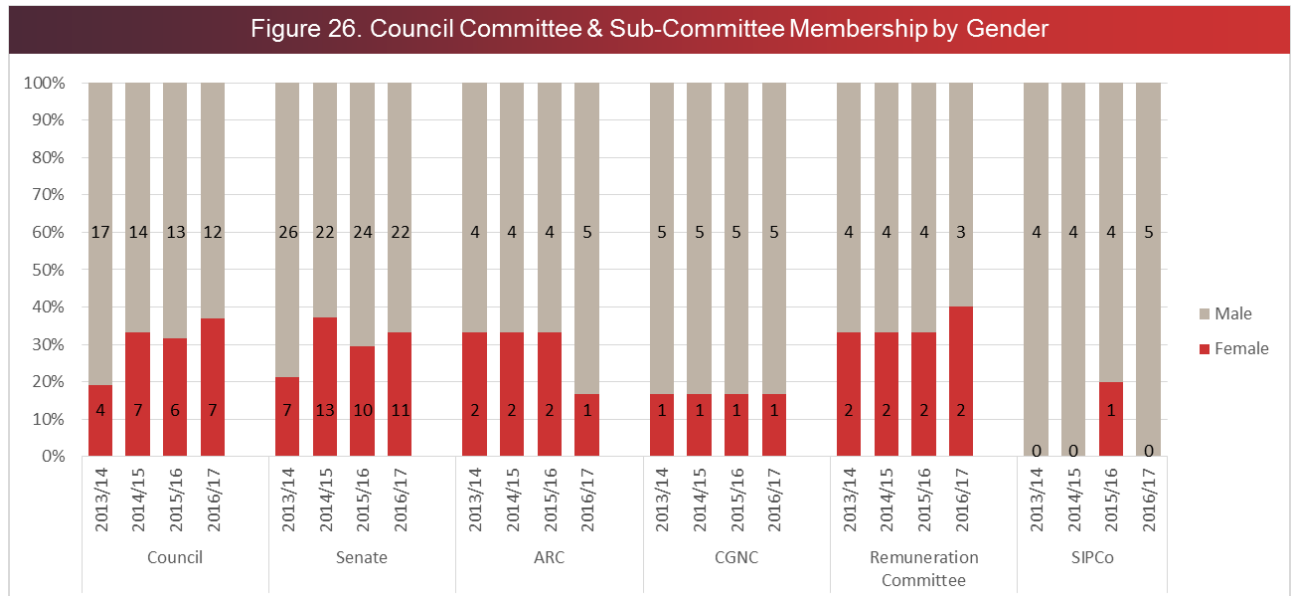


Figure 27. Executive Sub-Committee Membership by Gender

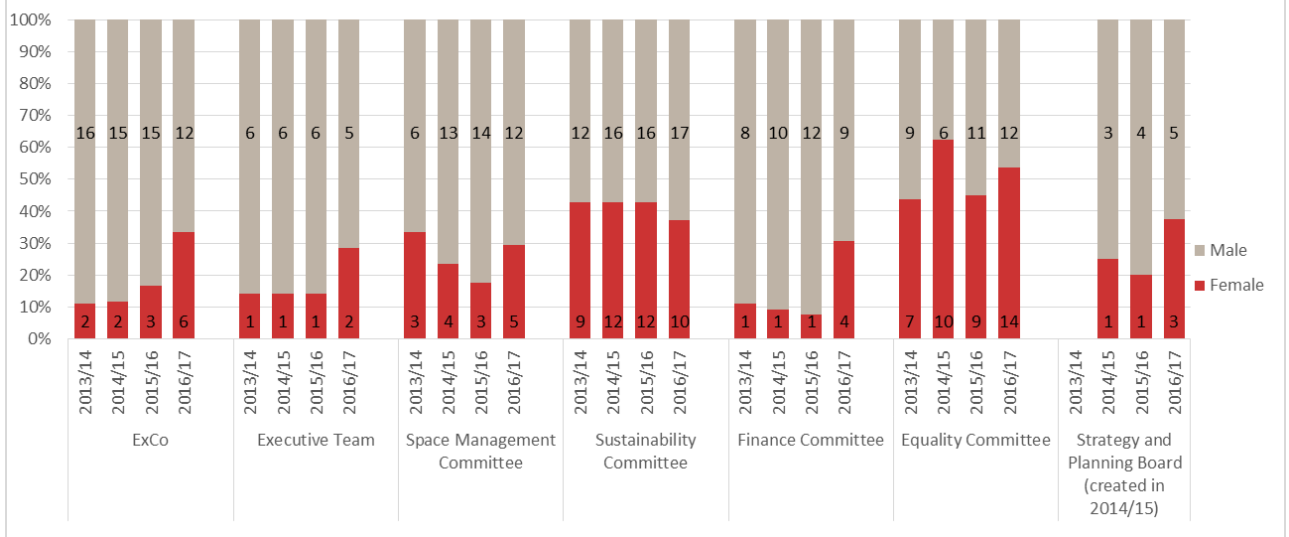
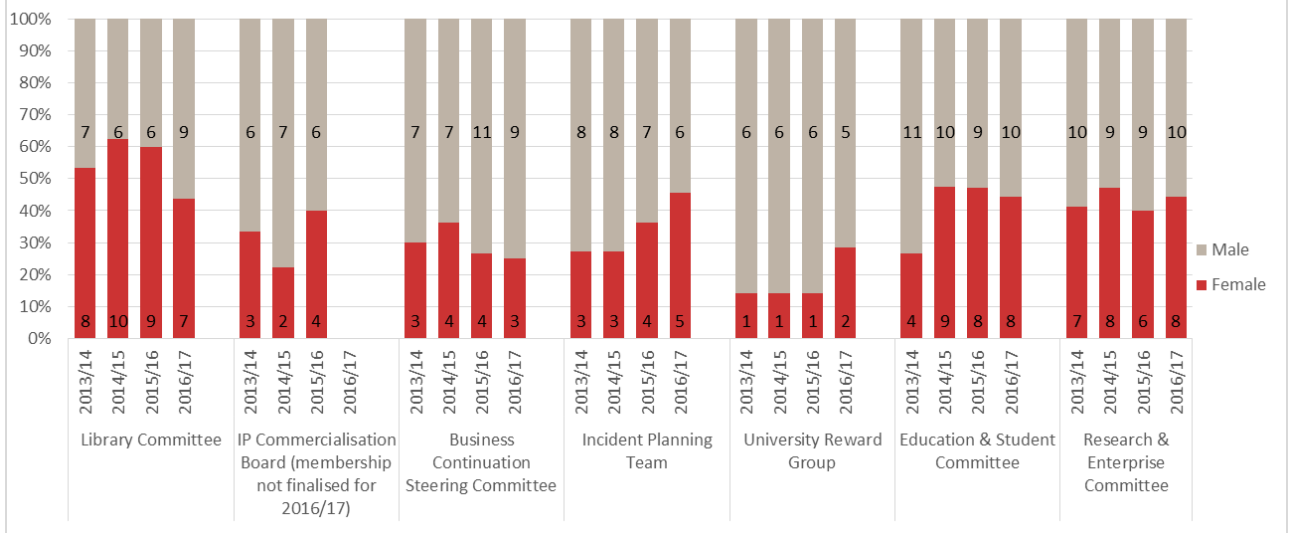


Figure 28. Executive Sub-Committee Membership by Gender



(vi) Committee workload

Academic staff undertake committee membership duties (which form part of their contribution to service/leadership within the workload allocation framework) alongside other responsibilities.

Membership of committees by appointment confers *ex-officio* status. Some members, for example, on Senate and Academic Governance Committees, are elected. In the case of *ex-officio* membership, an Associate Dean (Research) may, for example, also be a member of the Research & Enterprise Committee. Whether members are appointed or elected, terms are time-limited to three years and role rotation is considered at regular intervals.

There are examples of academic and Professional Services staff who are members of multiple committees and, although this provides continuity, Chairs will be encouraged to:

- Each Committee to undertake a review of existing membership and create an action plan (if applicable) on how they will increase female representation. Regularly consider rationalising the committee structure where possible to avoid 'committee overload' for members (**Action 1.8**).

#### (vii) Institutional policies, practices and procedures

Part of the role of the Employee Relations Sub-Group is to develop fair and inclusive policies for consideration by the Joint Consultation and Negotiation Board. This is a termly meeting of representatives of the Executive Team, HR and the three recognised Trade Unions.

EIAs are undertaken for promotion and salary review processes and we strive to develop and implement policies that are gender neutral. Through Equal Pay Reviews we assess the impact on the gender pay gap of our current remuneration practices and our demographic.

The recruitment, promotion and flexible working policies, module feedback forms and other reports will be reviewed with a view to identifying areas of potential gender bias and addressing them through changes to our practices.

This will be supported by the following actions:

- Embed institutional value of 'Diverse and Inclusive' in City's V&S26 throughout implementation (**Action 1.1**);
- EIA statement to be included at the end of key HR policies, for example, recruitment and academic promotions (**Action 2.5**);
- Review module feedback forms and include data on the gender of the academics and survey respondents, if possible (**Action 2.37**);
- Analyse data from module feedback scores to examine any gender disparities (**Action 2.38**);
- Identify regular reports that require review to ensure that protected characteristics are incorporated appropriately and set out how and where these data will be analysed to inform local or institutional decision-making (**Action 2.39**);
- Review process for appointing Chairs and PhD Examiners and ensure diversity is appropriately considered (**Action 2.40**).

#### (viii) Workload model

Each School has its own approach and model for workload allocation although this may vary by Department. The models are based on; **contract hours**, **actual hours** or a **points model**. All models aim to support the achievement of the School's objectives in the volume and quality of education, research, enterprise, professional practice and leadership/management roles. A review of all local models is in progress and will consider an assessment of any gender bias in the distribution of work.

The content of an individual's workload allocation is taken into account in the annual appraisal meeting and in determining promotions.

The E&OC Survey indicated that 41% of academic respondents agreed their School or Department had a workload allocation model and 71% felt it was transparent. However, only 28% felt the way in which education, administration and research workloads were allocated was fair. The following action will support this:

- Ensure every School develops and implements a workload model which is transparent and communicated to staff and aligned with the institution's workload allocation framework (**Action 2.49**).

(ix) Timing of institution meetings and social gatherings

Consideration is given to the timing of meetings and social gatherings. Any social events which take place in the evening are generally scheduled with sufficient notice to enable staff to plan their attendance, although attendance at these events is normally optional.

The E&OC Survey indicated that 40% of academic respondents and 43% of Professional Service respondents agreed meetings at City were completed in core hours and 39% agreed that meetings in their School and 46% in their Professional Service were completed in core hours. This will be progressed further by the following action:

- Undertake a feasibility review of:
  - aligning reading week (where applicable) to the variable regional school holidays, including half-term
  - consider holding meetings during the hours of 10am-4pm

This review will also take account of the needs of our students (**Action 2.33**).

(x) Visibility of role models

City has been raising awareness of gender equality and promoting female role models through marketing, communications and events, in line with our new equality and diversity guidelines. Using a diverse selection of staff and students in marketing materials and on our website is a key objective.

Marketing activity and events emphasise female role-models to inspire female staff to go further in their careers and normalise the notion of female leadership at City.

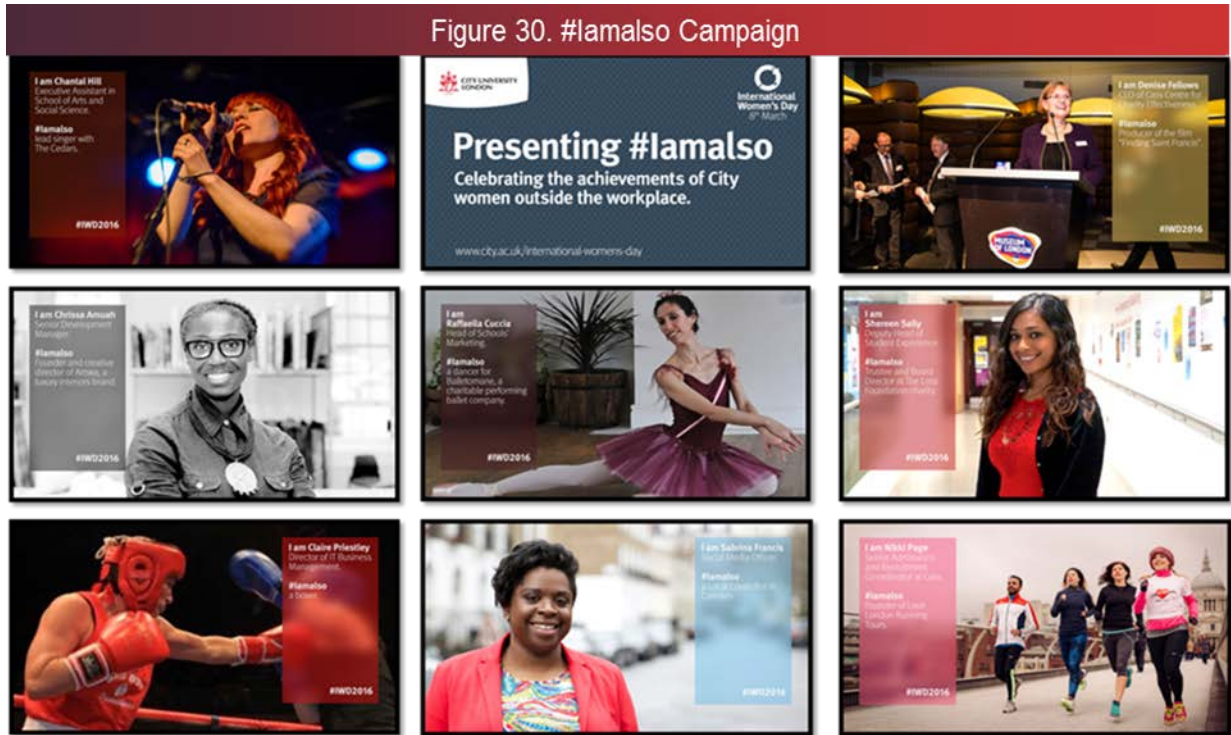
In 2015 we began to formally monitor the gender of our speakers, panellists and Chairs at public lectures and symposiums and actively encourage those curating events to consider a wider pool of speakers when appropriate (Table 5.15). In 2015/16 some 37% of our speakers were female. By 2018 we aim to have 40-45% female speakers at our public events.

2015/16	Lecture				Panel			
	Female	Male	% Female	% Male	Female	Male	% Female	% Male
Term 1	5	16	24	76	11	14	44	56
Term 2	14	22	39	61	11	18	38	62
Term 3	43	74	37	63	12	20	38	63
<b>Total</b>	<b>62</b>	<b>112</b>	<b>36</b>	<b>64</b>	<b>34</b>	<b>52</b>	<b>40</b>	<b>60</b>



City marked International Women's Day on 8<sup>th</sup> March 2016 with a series of workshops and lectures. This provided a platform for female role models and offered practical support for female staff and students in their career and personal development. A permanent gallery wall in our main building to showcase City's 'extraordinary women' was created. The wall includes photographs and profiles of City staff, students and *alumnae* who have made an impact on the world through their work. The #Iamalso was also launched to celebrate achievements of City women outside the workplace (Figures 29 and 30).

Figure 30. #Iamalso Campaign



Raising awareness of gender equality and promoting role models will continue:

- Incorporate Athena SWAN logo into recruitment documentation, internet pages and School and Professional Service intranet pages (**Action 3.3**);
- Communicate the Athena SWAN application outcome to staff and confirm how the Action Plan will be implemented. Confirm when updates will be provided (**Action 4.3**);
- Students' Union to assess the impact of the promotion of gender equality initiatives (**Action 4.4**);
- Arrange and publicise an annual Gender Equality lecture (**Action 4.5**);
- Review the President's Awards to recognise the significant contribution of females in academia and Professional Services (**Action 4.6**);
- Continue to consistently apply the marketing and communications policy to ensure that female staff and students are proportionately represented in all marketing, communication and promotional materials (**Action 4.7**);
- Use the emerging talent pipeline to nominate females for high profile events, press coverage and external recognition. Draw upon the external talent pool to identify honorary graduates (**Action 4.9**).

(xi) Outreach activities

As part of earlier Access Agreements, City used Mosaic software to develop an evidence-based approach to outreach activities. Key data from Mosaic informs and enables City to deliver outreach effectively elsewhere in the UK, without losing our important focus on London.

City has been developing and growing the programme of liaison with secondary schools over recent years and increasing academic staff engagement in this and other aspects of recruitment activity. Academics have delivered subject-relevant sessions focusing on their areas of expertise, including in STEM and AHSSBL.

Outreach activity is recognised informally through workload allocation therefore data is not formally recorded.

(xii) Leadership

The Executive Team ensured the School Strategic Plans underpinning V&S26 reflect equality and diversity commitments. Schools will update their objectives annually during the planning cycle.

Each Dean is committed to submit an Athena SWAN application by November 2018. Some have established their School Self-Assessment Teams and equality and diversity representatives will be appointed. Progress will be monitored through the Executive Committee.

Staff data for applications will be provided by the central HR team and the Athena SWAN Coordinator will coordinate such activities. Further support will be reviewed annually.

Gender equality will remain a priority for City and actions to support and encourage School Athena SWAN applications include:

- Designate or create a Vice-President or Dean role to lead on equality and diversity **(Action 1.5)**;
- ExCo uses a set of six major items which are at the top of the agenda at each meeting. These are known as the “Big Six”. Include equality and diversity as part of ET and ExCo’s “Big Six” issues for a year to support early, rapid progress and provide future momentum **(Action 1.6)**;
- All Deans to demonstrate a commitment to gender equality and positive impact on intersectionality by ensuring that Schools (and STEMM and AHSSBL Departments) apply for an Athena SWAN award by November 2018 **(Action 1.9)**;
- Appoint an equality and diversity representative within each School Executive Committee and each Professional Service or groups of services **(Action 2.2)**;
- Establish an Athena SWAN Coordinator post dedicated to monitoring progress of the Action Plan and providing support for School and Department applications **(Action 5.6)**;
- Undertake an annual review of the support and resources required to implement Athena SWAN and gender equality initiatives at institutional, School/Department level **(Action 5.7)**;
- Deans and PSDs to report annually on Athena SWAN implementation within Schools and Professional Services and actions (taken and planned) through the corporate planning cycle (refresh of their Strategic Plans) **(Action 5.11)**;
- Equality and diversity representatives to provide updates on the progress of the institutional Action Plan and its implementation within their School or Professional Service **(Action 5.12)**.

Section 5	
Actual word count	<b>5,014</b> <i>(This excludes headings, sub-headings, table and graph titles, written content in tables and references to action points.)</i>
Recommended word count	5,000

## 6. Supporting trans people

### (i) Current policy and practice.

Our equality and diversity policies, practice and training include transgender as a protected characteristic. We consistently encourage inclusivity and any instances of inappropriate or negative attitudes would be addressed as for other groups of staff. Hate incidents such as the defacement of posters and graffiti are reported to security staff and the policy liaison officer for City.

We support the work of the Lesbian, Gay, Bisexual and Transgender+ (LGBT+ other sexual and gender groups) network and as an institution strive to create a diverse and inclusive working environment. The LGBT+ network provides support to staff, raises awareness through campaigns and events and works closely with the LGBT student society. As at 31<sup>st</sup> July 2016 we had four transgender disclosures from staff.

The LGBT+ network organised a presentation from Gendered Intelligence in May 2016, an organisation that predominantly works with the transgender community, to increase understanding of gender diversity. The event was open to all staff to raise awareness of transgender issues and gender neutrality.

We recognise that further work is required to achieve a fully inclusive environment, particularly around raising awareness, introducing processes to support transitioning and changing behaviours to recognise gender neutrality. The LGBT+ network in conjunction with City's Equality and Diversity Manager is working with Gendered Intelligence. Together they are arranging training sessions for staff and developing a policy to encapsulate gender neutrality and support for transgender people at City.

### (ii) Monitoring

In 2015/16 the percentage of staff whose sexuality was recorded as not known decreased considerably to 20% from 33% in 2014/15. This indicates that the activities to raise LGBT+ awareness and visibility at City have had an impact. Currently the numbers of staff who have disclosed their gender identity in this area are very low and to provide meaningful data, the institution will continue to encourage staff to disclose this as part of the staff data validation exercise during 2017.

The Staff Survey enables staff responses to be disaggregated by protected characteristics including gender identity, therefore the level of engagement from this part of the staff population can be monitored across several activities at City. It is likely that more staff will disclose this information anonymously through the Staff Survey which is conducted by an external provider rather than by updating their employee records through the employee self-service system.

Positive and negative impact from the working environment are also picked up by the LGBT+ network and through direct consultation with a group of Transgender staff in policy reviews and development.

### (iii) Further work

City will continue to support the LGBT+ network and transgender people to ensure that training and support are provided for staff and students. We do not have many disclosures but hope to increase awareness and to promote further inclusivity at the institution.

The following actions will support this:

- Roll out three half-day workshops regarding Transgender Awareness Training to staff in 2016/17, in conjunction with Gendered Intelligence to raise awareness and support transgender people (**Action 2.23**);

- Create clear policies for transgender staff and students about transitioning, for example: support during transition, in changing name/title and reporting transphobic harassment **(Action 2.25)**;
- Review the possible provision and implementation of gender-neutral toilets and gender-neutral changing rooms **(Action 2.36)**.

<b>Section 6</b>	
<b>Actual word count</b>	<b>460</b> <i>(This excludes headings and sub-headings and references to action points.)</i>
<b>Recommended word count</b>	<b>500</b>

## 7. Further information

We chose to apply under the expanded Athena SWAN Charter to bring benefits to all people at City. We will continue to review our Action Plan annually to ensure actions are implemented at institutional level and permeate to local level. We will keep up-to-date with ECU best practice and look to other institutions who have progressed further in this area.

We have had strong engagement with Deans and academic leaders in our five Schools who are committed to making School applications by November 2018. We feel this will have a significant impact across AHSSBL and STEMM disciplines and will reinforce the message that Athena SWAN is not a “tick box” exercise but a way to bring about long-lasting change. We have reminded and will continue to remind people that the long-lasting change does not concern only women; the Action Plan will provide transparency and consistency in policy and process and provide broader benefits to all our staff and students.

Figure 31. City Magazine



City *alumni* have been kept updated of our intention to progress gender equality and the 2016 edition of *City* magazine (Figure 30) provided inspiring stories of City's female staff and *alumnae*.

Although we recognise we still have further work to do, City is progressing with equality and diversity across the institution and examples are provided below.

Our annual President Awards Programme includes an Exceptional Contribution to Equality and Diversity Award. This was awarded to the International Women's Day Working Group in 2016. More than 250 people attended the flagship panel event with City academics, Dr Ruth Sealy, Dr Amanda Goodall and Professor Lis Howell.



Photo: Professor Sir Paul Curran and the International Women's Day Working Group: Sophie Cubbin, Kyla Njoku, Louise Gordon, Sabrina Francis and Lindsey Venden.



*Photo: Professor Tong Sun, Professor Ken Grattan and Dr Arti Agrawal, represented the Research Centre for Photonics & Instrumentation, in receiving the runner-up award for the Royal Society Athena Prize 2016*

The Research Centre for Photonics & Instrumentation within SMCSE was runner up for The Royal Society Athena Prize 2016, for acting as a role model for inclusiveness. The Prize is awarded biennially for individuals or teams working in UK academic and research communities, who have contributed most to the advancement of diversity in STEMM within their communities, promoting good practice and addressing cultural barriers both nationally and internationally. This achievement was well-received and highlights the progress being made in STEMM.

Cass Business School welcomed the tenth intake for its EMBA Programme in 2016 based in DIFC, reaffirming its commitment to higher education in the Middle East. Females comprised nearly 30% of the new intake of over 40 students, one of the highest levels of female participation for the leading business schools in the region. Meanwhile in London, this year's EMBA intake comprises of over 50% female students.



*Photo: Cass Business School intake for Executive MBA Programme (EMBA) in Dubai*



*Photo: Claire Priestley, Director of IT*

City is also pleased to confirm that Claire Priestley, Director of IT, has been shortlisted for 'Future CIO' at the Women in IT Awards 2017. The awards ceremony will take place in early 2017. Claire was recently promoted to Director of IT having been Director of Business Management within Information Services for several years.

Section 7	
Actual word count	<b>464</b> <i>(This excludes headings and sub-headings and references to action points.)</i>
Recommended word count	500



## Section 8. City, University of London Athena SWAN Action Plan

Actions have been grouped under the following themes:

**1. Institutional Strategy and Governance**

Sub-themes: City's *Vision & Strategy 2026*, Leadership, Committee membership and Future Athena SWAN applications

**2. Policy, Procedures and Practice**

Sub-themes: Embedding equality and diversity into policy, Remuneration, Academic promotions, Training, Family-friendly policies (creation and awareness), Family-friendly policies (support), Creating inclusive facilities, Education – equality and diversity in provision, Other policies and procedures

**3. Recruitment, Retention and Development**

Sub-themes: Recruitment documents, Recruitment processes and Career development

**4. Raising the Profile of Gender Equality**

Sub-themes: Raising the profile of Athena SWAN and Embedding gender equality

**5. Monitoring and Reporting**

Sub-themes: Continuous review and input, Data (quality and collection), Monitoring and reporting

**Theme 1: Institutional Strategy and Governance**

**Objectives:**

Embed gender equality and intersectionality within key strategic priorities  
 Address the gender imbalance across the institution through institutional PIs  
 Prepare for future Athena SWAN applications

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<b>Sub-theme: City's Vision &amp; Strategy 2026</b>							
1.1 Embed institutional value of 'Diverse and Inclusive' in City's V&S26 throughout implementation.	1, 8 and 9  <i>(Application pg. 58)</i>	V&S26 includes 'Diverse and Inclusive' as an institutional value. V&S26 is supported by the People Strategy, which recognises the importance of gender equality.  Living the values day-to-day is supported by the development of an equality and diversity plan.	1	March 2016	December 2017	President  Vice-President (Strategy & Planning)  Director of HR	Vice-President (Strategy & Planning)  Chair of Equality Committee
1.2 Introduce PIs, underpinned by this Action Plan, to advance gender equality:  PI 1. Increasing the representation of women in senior roles: <ul style="list-style-type: none"> <li>The proportion (of base population) of academic *Professorial staff will be ~30% female by 2020/21</li> </ul> *Consideration will be given to the use of further targets, for example, for the higher professorial bands.	All  <i>(Application pg. 25)</i>	Targets achieved by July 2021. Increased representation of women in senior roles, and on Committees.  Data collected, reported and PI updates published on the intranet.  Clear explanation if PIs not reached.	1	December 2016	July 2017  Milestones reviewed annually	President  Vice-President (Strategy & Planning)  Director of Strategic Planning & Performance	Executive Team  Deans  PSDs  Chairs of recruitment and promotion panels  Chairs of Committees

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<p><b>1.2 (cont'd.)</b></p> <ul style="list-style-type: none"> <li>Maintaining the proportion (of base population) of Grade 9 Professional Services staff at ~50% female by 2020/21</li> </ul> <p>PI 2. Increasing the representation of women on senior committees:</p> <ul style="list-style-type: none"> <li>We expect diverse membership on our senior committees, with a minimum of 30% females and 30% males on each</li> </ul>	<p>(Application pg. 55)</p> <p>(Application pg. 55, 56)</p>	<p>or promoted. Reported through annual corporate planning cycle.</p>					
<p><b>1.3</b> Develop a PI that will enable us to drive and measure the impact of this Action Plan in terms of its positive effect on issues connected with intersectionality which overlaps with e.g. ethnicity among City's staff.</p>	<p>All</p> <p>(Application pg. 27)</p>	<p>PI agreed and monitored.</p> <p>Increased intersectionality among staff.</p>	1	January 2017	July 2017	<p>Vice-President (Strategy &amp; Planning)</p> <p>Director of Strategic Planning &amp; Performance</p> <p>Chair of Equality Committee</p>	<p>Executive Team</p> <p>Deans</p> <p>PSDs</p>
<p><b>1.4</b> Establish PIs at School level, based on institutional PIs and tailored appropriately for each School.</p>	<p>All</p> <p>(Application pg. 29)</p>	<p>School targets agreed and implemented.</p> <p>Targets achieved by July 2021.</p>	1	January 2017	July 2017	<p>Vice-President (Strategy &amp; Planning)</p>	<p>Deans</p>

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
1.4 (cont'd.)						Director of Strategic Planning & Performance	
<b>Sub-theme: Leadership</b>							
1.5 Designate or create a Vice-President or Dean role to lead on equality and diversity.	1, 8 and 9 <i>(Application pg. 19, 61)</i>	Equality and diversity fully embedded across the organisation and championed at ExCo level.  Consistent messages on equality and diversity promoted by the Executive Team.	1	December 2016	July 2017	President	President
1.6 ExCo uses a set of six major items which are at the top of the agenda at each meeting. These are known as the "Big Six". Include equality and diversity as part of ET and ExCo's "Big Six" issues for a year to support early, rapid progress and provide future momentum.	8 and 9 <i>(Application pg. 61)</i>	Regarded as a high priority, progress made and reviewed at ExCo meetings to achieve targets.	1	January 2017	January 2018	Executive Officer to the President  President	President
<b>Sub-theme: Committee membership</b>							
1.7 Produce guidelines on the process for nominating committee members, to ensure equality and diversity considerations have been taken into account.	1, 8, 9 and 10 <i>(Application pg. 56)</i>	Guidelines shared with Chairs of Committees, Deans and Professional Service Directors (PSDs) for dissemination.  Increased diversity in the membership of institutional committees.	1	January 2017	July 2017	College Secretary  Executive Officer to the President	Deans PSDs Chairs of Committees  Committee members

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
1.7 (cont'd.)		through more use of co-opted and elected members to increase female representation. (Links to action 1.2)					
1.8 Each Committee to undertake a review of existing membership and create an action plan (if applicable) on how they will increase female representation.  Regularly consider rationalising the committee structure where possible to avoid 'committee overload' for members.	1, 8, 9 and 10  <i>(Application pg. 56, 57)</i>	Review completed and action plans implemented to increase female representation on Committees.  Committee structures reviewed annually.	1	January 2017	July 2017	Chairs of Committees  Committee members	Chairs of Committees
<b>Sub-theme: Future Athena SWAN applications</b>							
1.9 All Deans to demonstrate a commitment to gender equality and positive impact on intersectionality by ensuring that Schools (and STEM and AHSSBL Departments) apply for an Athena SWAN award by November 2018.	All  <i>(Application pg. 28, 61)</i>	Each School/Department Self-Assessment Team (SAT) to identify opportunities for the progression of Athena SWAN in their School. Reports provided to the ASIG.  Equality and diversity School objectives included within five-year School Strategic Plans.  Athena SWAN scheduled as a standing item at School and Department-level meetings.  Central resource for data collection provided.	2	January 2017	November 2018	Deans  HoDs  Chair of School/ Department SAT	Deans  HoDs

<p><b>1.10</b>City to prepare an application for the Athena SWAN Silver award.</p>	<p>All <i>(Application pg. 19)</i></p>	<p>Application submitted and Athena SWAN Silver award successful.</p>	<p>3</p>	<p>November 2019</p>	<p>November 2020</p>	<p>Vice-President/Dean for Equality &amp; Diversity  Chair of ASIG  Athena SWAN Coordinator</p>	<p>Vice-President/Dean for Equality &amp; Diversity  Chair of ASIG</p>
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**Theme 2: Policy, Procedures and Practice**

**Objectives:**

- Incorporate equality and diversity in decision making processes
- Equality and diversity training for all staff
- Increase gender balance and diversity on all panels
- Raise awareness of and promote family friendly policies
- Explore remuneration options to help reduce gender pay gap
- Usual procedures for the consideration of changes to policies at City will be followed

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling actions	Implementation
<b>Sub-theme: Embedding equality and diversity in policy</b>							
<p><b>2.1</b> All Committees at City to consider equality and diversity and incorporate the Athena SWAN principles in policy and decision-making processes, as applicable.</p> <p>The first step will be a schedule of policy and governance processes to be reviewed.</p>	<p>All</p> <p><i>(Application pg. 52)</i></p>	<p>Inclusion of equality and diversity considerations in Terms of Reference for all City Committees.</p> <p>Guidelines (as per Action 1.7) developed on the implementation of this and provided to all City Committees and members.</p> <p>Policies have been agreed and reviewed through relevant governance structures.</p>	1	January 2017	<p>July 2017 (schedule with completion dates)</p> <p>December 2017 (final completion of review)</p>	<p>Chair of Equality Committee</p> <p>Chair of Athena SWAN Implementation Group (ASIG)</p>	<p>Chairs of Committees</p> <p>Committee members</p>
<p><b>2.2</b> Appoint an equality and diversity representative within each School Executive Committee and each Professional Service or groups of services.</p>	<p>All</p> <p><i>(Application pg. 19, 52, 61)</i></p>	<p>All Schools and Professional Services have a named equality and diversity representative, who will be a member of the Equality Committee and School/Departmental SAT.</p>	1	January 2017	July 2017	<p>Deans</p> <p>PSDs</p> <p>HoDs</p> <p>Chair of Equality Committee</p>	<p>Deans</p> <p>PSDs</p>

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
2.3 Update recruitment, reward and promotion policies to ensure that panels have a reasonable gender balance (with at least one man and one woman) and increased consideration of issues arising from intersectionality.	1, 9 and 10  <i>(Application pg. 38, 52)</i>	<p>Policies updated to reflect requirements for panel composition.</p> <p>To increase diversity further, senior female staff within the University of London network asked to participate on such panels.</p> <p>Deans and PSDs to report at ExCo on the composition of panels on an annual basis through a corporate assurance framework.</p>	1	December 2016	July 2017	Deputy Director of HR  HR Managers	President  Deans  PSDs  Chairs of Panels
2.4 Equality and diversity representatives within Schools to be invited to attend School promotion panels, if not already a member.	1 and 9  <i>(Application pg. 42)</i>	<p>Policies updated to reflect this requirement.</p> <p>Monitored by the chair of the promotion panel.</p>	2	September 2017	July 2018	Deputy Director of HR  HR Managers	Deans  HoDs
2.5 EIA statement to be included at the end of key HR policies, for example, recruitment and academic promotions.	All  <i>(Application pg. 58)</i>	EIA statement included in key HR policies.	2	September 2017	July 2018	Deputy Director of HR  HR Managers	HoDs  HR Managers

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
2.6 Staff induction material to include reference to the Athena SWAN principles, charter and information on equality and diversity training.	All <i>(Application pg. 39, 52)</i>	Induction material provided to all new starters and made available to existing staff.	2	September 2017	July 2018	Head of OD	Head of OD HR Managers
<b>Sub-theme: Remuneration</b>							
2.7 The emerging Remuneration Strategy to include a clear policy on the retention of key staff, including an assessment of the impact of any gender pay gap resulting from adjustments to salary on the grounds of retention.	4 and 5 <i>(Application pg. 35)</i>	Policy published and disseminated.	1	January 2017	July 2017	Director of HR Head of HR Specialism Remuneration Committee	President Deans HoDs
2.8 Undertake a job evaluation exercise to band Grade 9 Professional Service roles to improve fairness and transparency of pay across this grade.	4 and 5 <i>(Application pg. 35)</i>	Review undertaken and Grade 9 levels/zones developed and expectations for each zone and progression mechanisms to be set.	1	Jan 2017	Dec 2017	Director of HR	Remuneration Committee Reward Committee
2.9 Clarify and confirm the rationale for additional payments and create a uniform approach for the application of such payments to ensure consistency following the Equal Pay Audit 2015.	4 and 5 <i>(Application pg. 35)</i>	Recommendations of Equal Pay Audit provided by ExCo sub-group.  Clarity and purpose of additional payments agreed by the Reward Committee and endorsed by the Remuneration Committee.	1	October 2016	July 2017 Reviewed annually	ExCo sub-group Director of HR Head of HR Specialism	Reward Committee Remuneration Committee Executive Team Deans

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
2.9 (cont'd.)		<p>Guidelines available to ensure managers have a clear understanding of the purpose and application of additional payments.</p> <p>Review of additional payments undertaken annually.</p> <p>Consistent application of additional payments with agreed guidelines.</p>					<p>PSDs</p> <p>HoDs</p>
<p><b>2.10</b> Establish clarity and transparency over the 15% of Professors whose pay is 'red circled' and who are in receipt of a Personal Element.</p> <p>Provide support to help individuals move into the next Professorial Band and/or support them to increase their contributions in line with the expectations for the Band.</p>	<p>4 and 5</p> <p><i>(Application pg. 36)</i></p>	<p>Less than 5% of professors to be in receipt of a Personal Element outside of the recognised Professorial Bands/salary ranges.</p>	1 and 2	September 2016	July 2018	<p>Director of HR</p> <p>Head of HR Specialisms</p>	<p>Professorial Salary Review Committee</p> <p>Deans</p> <p>HoDs</p>
<p><b>2.11</b> Through the Annual Salary Review and the Professional Salary Review processes, review the salaries of staff, including relative to new recruits, to ensure internal pay relativities are appropriate and aligned.</p>	<p>4 and 5</p> <p><i>(Application pg. 36)</i></p>	<p>Recruitment policy updated to emphasise the importance of reviewing internal candidates.</p>	2	September 2017	July 2018	<p>Director of HR</p> <p>Head of HR Specialisms</p> <p>Reward Committee</p>	<p>Executive Team</p> <p>Deans</p> <p>Chairs of recruitment panels</p>

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
2.12 Review the Annual Salary Review process to allow for the process to commence earlier in the academic year.	4 and 5 <i>(Application pg. 36)</i>	Process review and brought forward to allow staff sufficient time to discuss their eligibility for an increase with Dean or PSD.	2	September 2017	January 2018	Director of HR  Head of HR Specialisms  Reward Committee	Deans  PSDs
2.13 Deans and PSDs to consider the proportion of female staff put forward for the Annual Salary Review process, with the expectation that there would be an increase in the proportion of female staff recommended.	4 and 5 <i>(Application pg. 36)</i>	A higher number of cases for female staff (both against base population and as a proportion of the cases) submitted to the Reward Committee.  A higher proportion of the overall budget awarded to female staff subject to them fulfilling the stated criteria.	2	September 2017	July 2018	Deans  PSDs  HoDs	Deans  PSDs
2.14 Review best practice in the sector and establish a clear process for staff to raise equal pay issues.	4 and 5 <i>(Application pg. 36, 52)</i>	Clear process and guidelines developed and published under the HR pay section of the intranet.  Evidence that these guidelines have been followed and a reduction in the number of equal pay concerns raised over time.	2	September 2017	July 2018	Director of HR	Deans  PSDs

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<b>Sub-theme: Academic promotions</b>							
<b>2.15</b> Ensure the academic promotions policy is consistently followed in respect of panel composition, with at least one external representative required on the School academic promotions panel.	1, 2 and 5 <i>(Application pg. 42, 53)</i>	At least one external representative present on every panel.	1	January 2017	July 2017	Deputy Director of HR  HR Managers	Chairs of panels
<b>2.16</b> Further improve support and communication relating to the academic promotions process and encourage all eligible staff to apply.	1, 2, 3, 5 and 9 <i>(Application pg. 42)</i>	Annual Academic Promotions workshops held in each School to assist individuals with applications and advice provided regarding development required to move to the next level.  HR report produced on the percentage of internal promotions; offers by grade and gender and relevant intersectionality issues that are consistent with the targets for 2020.	2	September 2017	July 2018	Director of HR  HR Manager	Deans  HoDs
<b>2.17</b> Deans and HoDs to provide support for female staff applying for academic promotion and to take account of equality considerations when nominating individuals for academic promotion.	1, 2, 3 and 5 <i>(Application pg. 25, 42)</i>	Increased number of females attended academic promotions workshops and applied for academic promotion. Monitored by HR Managers.  Records showing the proportion of females in	2	September 2017	July 2018	HR Managers	Deans  HoDs

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<b>2.17 (cont'd.)</b>		all Professorial bands moving towards 30%. (captured by PI 2)					
<b>2.18</b> Continue to ensure consistency in the application of criteria for Professorial recruitment and Professorial promotion.  Revise guidance for academic promotions to provide greater clarity on the level of contribution expected for each criterion and alignment with the expectations of the role as set out in the Academic Role Profiles.	1, 2, 4 and 5  <i>(Application pg. 53)</i>	Evidence of consistency between internal promotion and external recruitment criteria.  Guidance revised and greater clarity provided to staff for academic promotion.	3	Ongoing	July 2019	Deputy Director of HR  HR Managers	President  Deans  Chairs of panels
<b>Sub-theme: Training</b>							
<b>2.19</b> Ensure all line managers, HoDs and Chairs of recruitment, reward and promotion panels undertake 'inclusive leadership' training, which includes awareness of unconscious bias.	8, 9 and 10  <i>(Application pg. 39, 44, 53)</i>	Participation rates monitored and a report provided to the ASIG, Equality Committee and ExCo annually.	1	October 2016	July 2017	Head of OD  HR Managers	Chairs of Panels
<b>2.20</b> Ensure Chairs and members of recruitment, reward and promotion panels undertake equality and diversity training.	8, 9 and 10  <i>(Application pg. 39, 44)</i>	Panels arranged only with individuals who have been trained.  Annual assurance from chairs of panels that members have undertaken training	1	October 2016	July 2017	Head of OD  HR Managers	Chairs of Panels  Panel members

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
2.21 Encourage all staff to undertake and pass the online equality and diversity training and follow-up with refresher training every two years.	9, 10 <i>(Application pg. 44)</i>	Participation rates monitored and a report provided to the ASIG, Equality Committee and ExCo annually.  Training refreshed every 2 years.	2	September 2017	July 2018	Head of OD  HR Managers	Deans  PSDs
2.22 Promote 'Dignity and Respect in the Workplace' training to Departments and ensure Deans and PSDs actively encourage participation within their Schools and Professional Services.	9 and 10 <i>(Application pg. 44)</i>	Training publicised and promoted at HoDs meetings, Departmental meetings and team away days.  High participation shown through central monitoring and annual report provided to ASIG, Equality Committee and ExCo.  Increased awareness of dignity and respect should result in the reduction of bullying and harassment cases.  Measured by responses in the Staff Survey	2	September 2017	July 2018	Head of OD	Deans  PSDs  HoDs
2.23 Roll out three half-day workshops regarding Transgender Awareness Training to staff in 2016/17, in conjunction with Gendered Intelligence to raise awareness and support transgender people.	1, 2, 7 and 9 <i>(Application pg. 62)</i>	Workshops completed and evaluated. The course then to form part of the OD staff development provision.	2	September 2017	December 2017	Chair of LGBT Forum  Chair of Equality Committee	Deans  PSDs  HoDs

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<p><b>2.24</b> Ensure that all appraisers have attended appraisal training.</p> <p>Training to be refreshed every two years.</p>	<p>1, 5 and 9</p> <p><i>(Application pg. 45)</i></p>	<p>Participation rates monitored and a report provided to the ASIG, Equality Committee and ExCo annually.</p>	2	January 2017	January 2018	<p>Head of OD</p> <p>HR Managers</p>	<p>Deans</p> <p>PSDs</p>
<b>Sub-theme: Family-friendly policies (creation and awareness)</b>							
<p><b>2.25</b> Create clear policies for transgender staff and students about transitioning, for example: support during transition, in changing name/title and reporting transphobic harassment.</p>	<p>7, 8 and 10</p> <p><i>(Application pg. 63)</i></p>	<p>Clear policies and processes in place to support transgender staff and students. Published on the staff intranet and promoted by the LGBT Forum. Published in line with other student support policies.</p>	1 and 2	January 2017	December 2018	<p>Chair of Equality Committee</p> <p>Chair of LGBT Forum</p> <p>Head of HR Specialisms</p> <p>Director of Student &amp; Academic Services</p>	<p>Deans</p> <p>PSDs</p> <p>Students' Union President</p>
<p><b>2.26</b> Review the maternity policy to ensure it is clear and transparent and benchmark against entitlements provided in the sector.</p>	<p>1 and 9</p> <p><i>(Application pg. 46, 53)</i></p>	<p>Review conducted of City's maternity policy and aligned to sector practice.</p> <p>Policy and process updated.</p>	2	September 2017	July 2018	<p>Deputy Director of HR</p>	<p>HR Managers</p>
<p><b>2.27</b> Increase awareness and communication of family-friendly policies, for example: maternity leave policy and flexible working policy, through clear signposting on the HR intranet page and include case studies of flexible working.</p>	<p>1 and 9</p> <p><i>(Application pg. 50, 51, 53)</i></p>	<p>Increased visibility of family-friendly policies and guidance via HR intranet page and other communication channels. Events such as drop-in sessions implemented to raise awareness.</p>	2	September 2017	July 2018	<p>Deputy Director of HR</p> <p>HR Managers</p>	<p>HoDs</p> <p>HR Managers</p>

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<b>2.28</b> Increase awareness and communication of paternity leave, through clear signposting on the HR intranet page.	1 and 9  <i>(Application pg. 49)</i>	Increased visibility of parental leave policy and procedure via HR intranet page.	2	September 2017	July 2018	Deputy Director of HR  HR Managers	HoDs  HR Managers
<b>2.29</b> Increase awareness and communication of shared parental leave and emphasise the benefits of this to staff, through clear signposting on the HR intranet page.	1 and 9  <i>(Application pg. 49)</i>	Increased visibility of parental leave policy and procedure via HR intranet page.	2	September 2017	July 2018	Deputy Director of HR  HR Managers	HoDs  HR Managers
<b>Sub-theme: Family-friendly policies (support)</b>							
<b>2.30</b> Ensure the process of providing cover for long-term absence, for example: maternity leave, is consistently applied across Schools and Professional Services.	1 and 9  <i>(Application pg. 47)</i>	Guidance published on intranet alongside maternity policy.  Form of cover determined by the School/Professional Service and appropriately resourced.	1	December 2016	July 2017	HR Managers  Finance Managers	Deans  PSDs  HoDs
<b>2.31</b> Consistently provide support for staff returning from significant periods of time away from work through, for example, flexible working, dedicated research time, training and development.	1 and 9  <i>(Application pg. 47, 50)</i>	Scheme developed for maternity/career break returns to support the resumption of research. Information provided on City's website about flexible working policy and practices including guidance for managers and staff. Flexible working requests monitored by HR.	1 and 2	January 2017	December 2018	Deputy Director of HR  HR Managers	Deans  PSDs  HoDs

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<p><b>2.32</b> Establish and communicate the maternity leave and pay provisions for PhD students.</p>	<p>1 and 9 <i>(Application pg. 46)</i></p>	<p>Maternity leave entitlement for PhD students clarified and publicised by Schools.</p>	2	September 2017	July 2018	<p>Director of Student &amp; Academic Services</p> <p>Head of Graduate School</p>	<p>Deans</p> <p>HoDs</p> <p>PhD Supervisors</p>
<p><b>2.33</b> Undertake a feasibility review of:</p> <ul style="list-style-type: none"> <li>o aligning reading week (where applicable) to the variable regional school holidays, including half-term</li> <li>o consider holding meetings during the hours of 10am-4pm</li> </ul> <p>This review will also take account of the needs of our students</p>	<p>1 and 9 <i>(Application pg. 59)</i></p>	<p>Report provided to ExCo and Senate and decisions implemented.</p>	2	September 2017	July 2018	<p>Deans</p> <p>PSDs</p> <p>Director of Student &amp; Academic Services</p>	<p>Chairs of Committees/ meetings</p>
<p><b>2.34</b> Provide additional assistance to staff with young children to enable them to attend training and conferences, for example, support additional childcare costs, and accommodation options.</p> <p>Funding provided from School and Professional Service budgets.</p>	<p>1 and 9 <i>(Application pg. 47)</i></p>	<p>Support mechanisms reviewed and agreed. Information regarding the various forms of support available to staff publicised on the HR intranet pages.</p>	2	September 2017	July 2018	<p>Head of HR Specialisms</p> <p>HR Managers</p>	<p>Deans</p> <p>PSDs</p> <p>HoDs</p>
<b>Sub-theme: Creating inclusive facilities</b>							
<p><b>2.35</b> Review existing facilities for staff and students with childcare responsibilities; improve and expand baby changing facilities and review the use of spaces for breastfeeding and milk storage. We will provide clear signposting on the HR intranet page of local childcare providers.</p>	<p>1 and 9 <i>(Application pg. 51)</i></p>	<p>Suitable facilities and arrangements identified and findings presented to ASIG, Equality Committee and ExCo.</p>	2	September 2017	December 2017	<p>Director of Property and Facilities</p> <p>Head of HR Specialisms</p>	<p>ExCo</p>

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
2.36 Review the possible provision and implementation of gender-neutral toilets and gender-neutral changing rooms.	6 and 9 <i>(Application pg. 63)</i>	Review complete and findings presented to ASIG, Equality Committee and ExCo.	2	September 2017	December 2017	Director of Property and Facilities  Head of HR Specialisms	ExCo
<b>Sub-theme: Education – equality and diversity in provision</b>							
2.37 Review module feedback forms and include data on the gender of the academics and survey respondents, if possible.	All <i>(Application pg. 58)</i>	Module feedback reviewed.  Data analysed and annual report provided to ASIG and Equality Committee.	1	January 2017	December 2017	Director of Student & Academic Services	
2.38 Analyse data from module feedback scores to examine any gender disparities.	All <i>(Application pg. 58)</i>	Data collected and analysed. Annual report provided to ASIG and Equality Committee.  Work to interrogate gender disparities.	1	January 2017	December 2017	Director of Strategic Planning & Performance	
2.39 Identify regular reports that require review to ensure that protected characteristics are incorporated appropriately and to set out how and where these data will be analysed to inform local or institutional decision-making.	All <i>(Application pg. 53, 58)</i>	Proposals to be compiled in collaboration with Schools and recommendations made to relevant committees.  All institutional reports to include data by gender and other protected characteristics for staff and students where relevant.  Data collected and analysed.	1	January 2017	September 2017	Head of HR Specialisms  Director of Student & Academic Services	Executive Team  Deans  PSDs

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<b>2.40</b> Review process for appointing Chairs and PhD Examiners and ensure diversity is appropriately considered.	All <i>(Application pg. 58)</i>	Process reviewed and recommendations implemented to increase diversity in these roles.	2	September 2017	July 2018	Dean of the Graduate School	Deans HoDs
<b>Sub-theme: Supporting research excellence</b>							
<b>2.41</b> Review the Sabbatical Leave and Career Break policies to provide clear guidance and encourage consistent application across Schools. Ensure gender equality is considered in the process of reviewing these applications and update documentation to capture information on other types of leave/time away from work.  In cases where the leave is not approved, a written explanation to be provided to the member of staff.	All <i>(Application pg. 25, 43)</i>	Review complete and guidance updated.  Clarity provided to staff around entitlements and the policy consistently applied.	1	August 2016	July 2017	Vice-President (Research & Enterprise)  Director of HR	Deans PSDs HoDs
<b>2.42</b> Review guidance on research grant applications to consider inclusivity.	1, 2 and 3 <i>(Application pg. 43)</i>	Guidance updated and academic staff informed.	1	December 2016	July 2017	Director of Research & Enterprise	Associate Deans for Research
<b>2.43</b> Monitor the number of females who are currently Principal Investigators on approved projects and those who applied but were unsuccessful. Provide targeted training and workload intervention in order to support Principal Investigator activity.	1, 2 and 3 <i>(Application pg. 43)</i>	Training provided on the responsibilities of being a Principal Investigator. Increased number of female Principal Investigators on approved projects.	1	January 2017	December 2017	Director of Research & Enterprise	Associate Deans for Research
<b>2.44</b> Monitor the number of female academics producing 4*/3* research outputs and impact throughout the ARQM. Provide targeted support for female staff to increase numbers of females in this group.	1,2 and 3 <i>(Application pg. 25, 43)</i>	Increased number of female academics producing 4*/3* research outputs.	1	December 2016	July 2017	Director of Research & Enterprise	Associate Deans for Research

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<b>2.45</b> Ensure good representation of female academic staff in senior research roles, including representation on institutional Research & Enterprise Committee, Graduate School Committee and REF Working Group.	1,2 and 3 <i>(Application pg. 25, 43)</i>	Report provided to ExCo and Senate on representation of female staff in senior research roles and Committees.	1	January 2017	January 2018	Director of Research & Enterprise	Associate Deans for Research
<b>2.46</b> Monitor female attendance rates at training courses to assist with research such as writing grant applications and proposals; and supervising PhD students. Utilise the mentoring scheme to support female academics.	1, 2 and 3 <i>(Application pg. 43)</i>	Attendance at courses monitored by the Research Managers in Schools.  Increased number of grant applications from females following training.	1	January 2017	January 2018	School Research Managers  HoDs	Associate Deans for Research  HoDs
<b>2.47</b> Deans to encourage female academics to become peer reviewers for funding bodies and take roles in Learned Societies.	1, 2 and 3 <i>(Application pg. 43)</i>	Increased number of female Principal Investigators for larger and more complex grant applications  Increased representation of female City research staff on national and international peer review organisations, including Learned Society Committees and REF sub-panels.	1	January 2017	January 2018	School Research Managers  HoDs	Associate Deans for Research  HoDs

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<b>Sub-theme: Other policies and procedures</b>							
<b>2.48</b> Consistently apply the policy that Deans and PSDs provide staff with verbal and written feedback following the outcome of reward and promotion submissions.	1, 2, 3, 5 and 9 <i>(Application pg. 25, 53)</i>	Feedback provided to individuals within 14 days of the written confirmation of the decision.  Feedback also provided if an application was not supported at local level.	1	January 2017	July 2017	Deans PSDs  HR Managers/ HR Advisors	Deans PSDs
<b>2.49</b> Ensure every School develops and implements a workload model which is transparent and communicated to staff and aligned within the institution's workload allocation framework.	1, 2, 3, 5 and 6 <i>(Application pg. 58)</i>	Workload allocation models implemented in all Schools and available to staff on the intranet.	1	December 2016	July 2017	Vice-President (Strategy & Planning)  Director of HR	Deans
<b>2.50</b> Review appraisal policy and processes and update documents to ensure discussions on short, medium and long-term objectives relating to career development and promotion take place for all staff.	All <i>(Application pg. 25, 45, 53)</i>	Appraisal documentation updated to incorporate discussions regarding short-term and long-term objectives and development.  Objectives developed that have taken account of personal circumstances.  All line managers have undertaken development discussions with their direct reports and passed on comments to the relevant appraiser where applicable.	2	Spetember 2017	July 2018	Director of HR  Head of HR Specialisms	Deans PSDs HoDs All appraisers

<p><b>2.51</b> Review exit questionnaire and exit interview process. Increase awareness and uptake by automating it through the Employee Self-Service system.</p>	<p>All <i>(Application pg. 34)</i></p>	<p>Review complete and changes implemented.  Process monitored and an annual update provided to ExCo.</p>	<p>2</p>	<p>October 2017</p>	<p>July 2018</p>	<p>Head of HR Specialisms  HR Managers</p>	<p>Deans PSDs HoDs</p>
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### Theme 3: Recruitment, Retention and Development

**Objectives:**

Updating recruitment documentation and processes  
 Improving the provision of development programmes and opportunities

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling actions	Implementation
<b>Sub-theme: Recruitment documents</b>							
<b>3.1</b> All recruitment adverts to include positive action statements to encourage women and underrepresented groups to apply.	1, 2, 3, 5 and 10  <i>(Application pg. 27, 39, 55)</i>	An increase in the number of women and under-represented groups applying for roles at City.  Measured through i-Grasp annually.	1	January 2017	July 2017	Deputy Director of HR  HR Managers	Recruiting managers
<b>3.2</b> Continue to ensure non-gendered language, for example, in job adverts and job descriptions. Ensure adverts are presented in a way that makes roles appealing and inclusive to candidates.	1, 2, 3, 5 and 10  <i>(Application pg. 39, 55)</i>	An increase in the number of applications particularly for senior roles.  Outcomes measured through the recruitment system i-Grasp annually.	1	January 2017	July 2017	Deputy Director of HR  HR Managers	Recruiting managers
<b>3.3</b> Incorporate Athena SWAN logo into recruitment documentation, internet pages and School and Professional Service intranet pages.	1, 2, 3, 5 and 10  <i>(Application pg. 60)</i>	An explicit commitment made in all standard recruitment documentation demonstrated by the inclusion of relevant statements and logos.	1	January 2017	July 2017	Deputy Director of HR	School Marketing Managers

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
3.4 Update recruitment application forms to include a section for periods of leave and caring responsibilities.	1, 2, 3, 5, 6 and 8  <i>(Application pg. 39)</i>	Applications form and i-Grasp updated.  Shortlisting panels will have taken into account periods of leave etc. when shortlisting.	1	January 2017	July 2017	Deputy Director of HR	Recruiting managers  Chairs of shortlisting panels
3.5 Update shortlisting forms to include a section for the proportion of men and women who apply for the role and are shortlisted. Encourage consistent use of these across Schools and Professional Services.	1, 2 and 3  <i>(Application pg. 39)</i>	Shortlisting forms and i-Grasp updated. The percentage of applicants and those shortlisted by gender measured through i-Grasp.	1	January 2017	July 2017	Deputy Director of HR  HR Managers	Chairs of shortlisting panels
3.6 Consistently publicise all vacant academic management roles internally to ensure staff have an opportunity to be considered.	All  <i>(Application pg. 25, 39, 53)</i>	HR policy and practices updated.  Internal vacancies and roles publicised through <i>CityWire</i> .  All staff aware of opportunities and actively encouraged to apply.	2	September 2017	July 2018	Deputy Director of HR  HR Managers	Recruiting managers
<b>Sub-theme: Recruitment processes</b>							
3.7 When selecting executive search and other recruitment agencies as preferred suppliers, always seek to work with those that have a proven track-record of placing a high number of female candidates.	1, 2, 3, 5 and 6  <i>(Application pg. 55)</i>	Higher number of female candidates placed due to choice of agency.	1	August 2016	July 2017	Director of HR  HR Managers	Chairs of Panels

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<p><b>3.8</b> Continue to ensure recruitment agencies undertake a proactive search to ensure there is a strong pool of female applicants who are encouraged to apply.</p> <p>For example, for senior academic posts, approach current and previous female HoDs and ask Deans to nominate females.</p>	<p>1, 2, 3, 5 and 6</p> <p><i>(Application pg. 39, 55)</i></p>	<p>Recruitment agencies to update i-Grasp with applicant information demonstrating the gender balance.</p> <p>Information monitored and reported to the Equality Committee annually.</p>	1	August 2016	July 2017	<p>Chairs of Panels</p> <p>Director of HR</p> <p>Deputy Director of HR/ HR Managers</p>	Recruitment agencies
<p><b>3.9</b> Consistently ensure there is sufficient lead-in time as part of the recruitment process for senior roles.</p>	<p>1, 2, 3, 5 and 6</p> <p><i>(Application pg. 25, 55)</i></p>	<p>Opportunity to extend the recruitment process, if necessary. Provide named individual(s) to have a conversation with prospective candidates at an early stage.</p>	1	December 2016	July 2017	<p>Chairs of Panels</p> <p>HR Managers</p>	Chairs of Panels
<p><b>3.10</b> Consider re-opening the recruitment search if the gender balance is insufficient.</p>	<p>1, 2, 3, 5 and 6</p> <p><i>(Application pg. 25, 39)</i></p>	<p>All senior roles have an equal number of appointable males and females shortlisted.</p>	1	December 2016	July 2017	<p>Chairs of Shortlisting Panels</p> <p>HR Managers</p>	Chairs of Panels
<p><b>3.11</b> Ensure that periods of leave, such as parental leave and sabbatical leave, are consistently taken into account during the recruitment process.</p>	<p>1, 2, 3, 5, 6 and 8</p> <p><i>(Application pg. 39, 53)</i></p>	<p>Recruitment guidance updated to highlight the importance of taking such leave into account.</p>	2	September 2017	July 2018	<p>Chairs of Panels</p> <p>HR Managers</p>	Chairs of Panels

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<b>3.12</b> Ensure there is consistency and clarity of criteria in the academic recruitment process.	1, 2, and 5  <i>(Application pg. 25)</i>	Evidence that Professorial recruitment policy is followed consistently by all Schools.  Recruitment documentation to align with the expectations set out in the role profile/Professorial banding descriptor.	2	September 2017	July 2018	Deputy Director of HR  HR Managers	Executive Team  Deans  Chairs of Panels
<b>3.13</b> Develop guidelines to improve the gender balance and to promote intersectionality in the award of honorary appointments.	1, 2, 3, 5, 6 and 8  <i>(Application pg. 31)</i>	Improved gender balance across honorary appointments.	2	September 2017	July 2018	Director of HR	Deans  HoDs
<b>3.14</b> Each School and Professional Service to identify and cultivate links to create a pool of talented women who might be potential candidates for future recruitment, to develop a diverse, external talent pipeline.	1, 2 and 3  <i>(Application pg. 28, 39)</i>	Increased number of applications from talented women through these links.	2	September 2017	July 2018	Deans  PSDs  HoDs	Deans  PSDs
<b>3.15</b> Review Professional Service career promotion routes to provide support for progression into Grade 8 and 9 roles.	5  <i>(Application pg. 46)</i>	Evidence that individuals identified in the talent pipeline for senior roles were provided with coaching and mentoring.  All opportunities advertised internally and under-represented groups encouraged to apply. Data on applicant	3	September 2018	July 2019	Director of HR  Deputy Director of HR  HR Managers	PSDs  HoDs

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
3.15 (cont'd.)		characteristics show an increasing trend of individuals in these groups applying for opportunities at City.					
<b>Sub-theme: Career Development</b>							
3.16 Each School and Professional Service to identify high potential female staff in order to develop a diverse, internal talent pipeline.	1, 2, 3 and 5 <i>(Application pg. 28, 55)</i>	Pipeline of internal female talent identified and staff encouraged to participate in leadership programmes and/or provided with mentoring and coaching.	1	January 2017	December 2017	Deans PSDs HoDs HR Managers	Deans PSDs
3.17 Promote development opportunities such as leadership programmes more widely, specifically in STEMM disciplines that have lower female representation.	3 and 5 <i>(Application pg. 25)</i>	Increased uptake of these programmes to lead to leadership capacity building.  Accelerated progression through bands/grades.  Opportunities provided to shadow PSDs and Deans and to observe senior management meetings.	1	September 2016	July 2017	Head of OD OD Managers HoDs	Deans HoDs

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<b>3.18</b> Continue to run annual Preparing for Promotion and Progression workshops for staff.	3 and 5  <i>(Application pg. 42)</i>	Increase the proportion of female applications for recruitment, promotions and Salary Review rounds (to reflect better the proportion of females eligible).	1	September 2016	July 2017	Head of HR Specialisms  HR Managers	Deans  HoDs
<b>3.19</b> Continue to support and increase the number of places available for the <i>Aurora</i> programme and increase confidence and leadership skills.	3 and 5  <i>(Application pg. 25, 46)</i>	Number of places on the programme increased and females from across City encouraged to apply.	1	September 2016	July 2017	Head of OD	Deans  PSDs
<b>3.20</b> Implement <i>SpringBoard</i> for female staff to provide personal and career development and increase confidence and leadership skills.	3 and 5  <i>(Application pg. 46)</i>	Implementation and communication of <i>SpringBoard</i> .	2	September 2017	July 2018	Head of OD  OD Managers	Deans  PSDs  HoDs
<b>3.21</b> Increase the provision of Coaching and Mentoring across City; <ul style="list-style-type: none"> <li>o Develop a career coaching policy and system.</li> <li>o All staff to have access to a coach if they request one.</li> <li>o Participation in the Women in University Mentoring Scheme (WUMS).</li> </ul>	3 and 5  <i>(Application pg. 25, 46, 50)</i>	Implementation of a career coaching policy and system.  Creation of a Mentoring Academy.	2	September 2017	July 2018	Head of OD  OD Managers	Deans  PSDs  HoDs
<b>3.22</b> Improve the gender balance among role holders such as Deputy/ Associate Deans, HoDs or equivalent and, more generally, in respect of staff allocated to positions with additional responsibility. Schools to develop a PI on this.	5 and 8  <i>(Application pg. 25, 55)</i>	Increased gender balance in leadership roles.  More information on the attractiveness of roles such as HoD publicised on the intranet under career development.	2	September 2017	July 2018	Deans HoDs  HR Managers	Deans  Chairs of Panels

		Three year rotation of roles. Aspiring HoDs supported through City's leadership and management development programmes.					
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**Theme 4: Raising the profile of Gender Equality**

**Objectives:**

Raise awareness of Athena and intersectionality more broadly

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling actions	Implementation
<b>Sub-theme: Raising the profile of Athena SWAN</b>							
<b>4.1</b> Raise awareness of the Athena SWAN application and publicise frequent updates and information using City's communication channels, e.g. <i>CityWire</i> .	All <i>(Application pg. 19)</i>	Increased awareness and engagement with this subject.  The number of views for every <i>CityWire</i> article and for the Gender Equality webpages monitored.	1	September 2015	July 2017	Vice President (Strategy & Planning)  Chair of GEWG/Self-Assessment Team	Chair of GEWG/Self-Assessment Team
<b>4.2</b> Update City's Gender Equality webpages to include the Athena SWAN application and Action Plan and reinforce the importance of the Athena SWAN principles.	All <i>(Application pg. 19)</i>	Staff aware and page views monitored.	1	December 2016	January 2017	Vice-President (Strategy & Planning)  Chair of GEWG/Self-Assessment Team	Athena SWAN Coordinator
<b>4.3</b> Communicate the Athena SWAN application outcome to staff and confirm how the Action Plan will be implemented. Confirm when updates will be provided.	All <i>(Application pg. 19, 60)</i>	Clear message communicated to staff on outcome and next steps.	1	January 2017	February 2017	Vice-President (Strategy & Planning)  Chair of GEWG/Self-Assessment Team	Chair of GEWG/Self-Assessment Team

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
4.4 Students' Union to assess the impact of the promotion of gender equality initiatives.	1, 8 and 9 <i>(Application pg. 60)</i>	Gender equality initiatives embedded within Students' Union campaigns and its new strategy.	2	September 2017	July 2018	Students' Union President	Chief Executive Students' Union  Students' Union President
<b>Sub-theme: Embedding Gender Equality</b>							
4.5 Arrange and publicise an annual Gender Equality lecture.	All <i>(Application pg. 60)</i>	Annual lecture embedded in events calendar.	1	January 2017	July 2017  Carried out annually	Director of Marketing & Comms  Chair of ASIG  Athena SWAN Coordinator	Director of Marketing & Comms
4.6 Review the President's Awards to recognise the significant contribution of women in academic and Professional Service roles.	All <i>(Application pg. 60)</i>	Celebrated through awards process and linked to 'City's Extraordinary Women'.	1	January 2017	July 2017	President  Vice-President (Strategy & Planning)  Chair of ASIG  Director of Marketing & Comms	Director of Marketing & Comms
4.7 Continue to consistently apply the marketing and communications policy to ensure that female staff and students are proportionately represented in all marketing, communication and promotional materials.	All <i>(Application pg. 60)</i>	Guidance consistently applied to reflect equality and diversity in campaigns.	1	September 2016	December 2016	Director of Marketing & Comms	Director of Marketing & Comms

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
4.7 (cont'd.)		Equal representation of males and females on website and in promotion materials and, where possible, as speakers/panellists at events.					School Marketing Managers
4.8 Conduct a review of the relevant City web pages to determine whether information regarding equality and diversity is clear and provides a consistent, compelling message.	All <i>(Application pg. 53)</i>	Review complete and actions implemented to ensure clarity around equality and diversity information.	1 and 2	January 2017	December 2017	Director of Marketing & Comms  Athena SWAN Coordinator	Director of Marketing & Comms  Athena SWAN Coordinator
4.9 Use the emerging talent pipeline (links to action 3.16) to nominate women for high profile events, press coverage and external recognition. Draw upon the external talent pool to identify honorary graduates.	All <i>(Application pg. 60)</i>	Talent pipeline dovetailed into this process.  Increased publicity for role models and their contribution to Athena SWAN Action Plan implementation.	2	September 2017	July 2018	Director of Marketing & Comms  Deans  PSDs  HoDs	Deans  PSDs  HoDs
4.10 Create a staff development web-tool to promote and publicise development opportunities for staff.	All <i>(Application pg. 46)</i>	Web-tool created and publicised to staff through clear signposting on the intranet and via <i>CityWire</i> .	3	September 2018	July 2019	Head of OD  Director of IT	Head of OD  Athena SWAN Coordinator

## Theme 5: Monitoring and Reporting

### Objectives:

Improve data quality and collection processes  
 Enable the ASIG to monitor effectively and assess progress on Athena SWAN action plan.

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling actions	Implementation
<b>Sub-theme: Continuous review and input</b>							
5.1 Work with the Gender Equality Advisory Group (GEAG) who will continue to provide input to help shape and improve initiatives across City at annual meetings.	All  <i>(Application pg. 19)</i>	GEAG to meet annually.  GEAG and ASIG to provide annual reports to ExCo.	1, 2 and 3	April 2016	November 2020	Chair of GEAG  Head of OD  Chair of ASIG  Athena SWAN Coordinator	Head of OD  Chair of ASIG  Athena SWAN Coordinator
5.2 City's Athena SWAN Action Plan to be refreshed and reviewed annually to incorporate early progress and new ideas.	All  <i>(Application pg. 19)</i>	Action Plan reviewed and amended to take account of progress and new initiatives to advance gender equality and promote broader benefits through intersectionality.	2	September 2017	November 2020	Chair of ASIG  Athena SWAN Coordinator	Chair of ASIG
<b>Sub-theme: Data (quality and collection)</b>							
5.3 Annual Equality Impact Assessments of the Salary Review process to include an analysis of the outcome against the gender pay gap, split by Academic and Professional Service staff.	4  <i>(Application pg. 36)</i>	Equality Impact Assessments complete.	1	January 2017	July 2017  Salary review process carried out annually.	Head of HR Specialisms	Head of HR Specialisms  Executive Team

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
<p><b>5.4</b> Undertake a multivariate analysis of academic staff data (intra-band/grades and across bands/grades) to understand better the relationship between performance metrics and career progression.</p> <p>Deans to provide greater clarity on the academic performance measures and expectations of the role and academic discipline.</p>	<p>1, 2, 3, and 5</p> <p><i>(Application pg. 25)</i></p>	<p>Systemic trends identified and targeted interventions introduced to reduce disparity between men and women in terms of position in each band/grade and sole position within band/grade.</p> <p>A systematic analysis carried out annually.</p>	2	January 2018	<p>July 2018</p> <p>Carried out annually</p>	<p>Vice-President (Strategy &amp; Planning)</p> <p>Chair of ASIG</p> <p>Deans</p>	<p>Vice-President (Strategy &amp; Planning)</p> <p>Chair of ASIG</p>
<p><b>5.5</b> Initiate a project to assess data quality relevant for Athena SWAN and implement improvements.</p>	<p>All</p> <p><i>(Application pg. 19)</i></p>	<p>Use of improved data and processes to support School and Department Athena SWAN applications.</p>	3	September 2018	<p>November 2019</p>	<p>Vice-President (Strategy &amp; Planning)</p> <p>Chair of ASIG</p> <p>Athena SWAN Coordinator</p>	<p>Chair of ASIG</p> <p>Athena SWAN Coordinator</p>
<b>Sub-theme: Monitoring</b>							
<p><b>5.6</b> Establish an Athena SWAN Coordinator post dedicated to monitoring progress of the Action Plan and providing support for School and Department applications.</p>	<p>All</p> <p><i>(Application pg. 19, 61)</i></p>	<p>Post approved and filled.</p>	1	December 2016	<p>March 2017</p>	<p>Director of HR</p> <p>Head of OD</p>	<p>Head of OD</p>
<p><b>5.7</b> Undertake an annual review of the support and resources required to implement Athena SWAN and gender equality initiatives at institutional and School/Department level.</p>	<p>All</p> <p><i>(Application pg. 19, 61)</i></p>	<p>Resource requirements reported annually to ExCo.</p>	1 and 2	November 2016	<p>November 2017</p> <p>Carried out annually</p>	<p>Chair of ASIG</p> <p>Head of OD</p>	<p>Chair of ASIG</p>

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
5.7 (cont'd.)						Athena SWAN Coordinator	
5.8 The ASIG and Athena SWAN Coordinator to monitor implementation of the Action Plan and assess success in order to develop an institutional application for the Athena SWAN Silver award.	All <i>(Application pg. 19)</i>	Reviewed twice a year and updates provided to staff on the progression of the Action Plan.  Number of completed actions recorded.	2	June 2017	Every 6 months	Chair of ASIG  Athena SWAN Coordinator	Chair of ASIG  Athena SWAN Coordinator
5.9 Conduct surveys and use focus groups to discuss gender equality as required by the ASIG or School SAT.	All <i>(Application pg. 19)</i>	Information used to help address equality issues at institutional and School level.	2	-	As required	Chair of ASIG  Chair of School SATs	Chair of ASIG  Chair of School SATs
<b>Sub-theme: Reporting</b>							
5.10 ASIG to produce an annual summary on the progress of equality and diversity at City, School and Professional Service level; and on the progression of the Athena SWAN Action Plan to the Equality Committee and thence ExCo. The Executive to update Council.	All <i>(Application pg. 19)</i>	The ASIG will have reviewed: <ul style="list-style-type: none"> <li>an annual report from Research &amp; Enterprise on equality of opportunity in research</li> <li>Equal Pay Audit reports and equality impact assessments from annual promotion rounds and salary review cycles</li> <li>HR staff data and consistent</li> </ul>	1	July 2017	December 2017  Carried out annually	Chair of ASIG  Athena SWAN Coordinator	Chair of ASIG  President (Chair of ExCo)

Action	Links to AS Principles & Application	Success indicator	Priority 1 = immediate 2 = intermediate 3 = strategic	Start	Complete	Responsibility	
						Enabling Actions	Implementation
5.10 (cont'd.)		application of HR policies across Schools and Professional Services aimed to support females					
5.11 Deans and PSDs to report annually on Athena SWAN implementation within Schools and Professional Services and actions (taken and planned) through the corporate planning cycle (refresh of their Strategic Plans).	All <i>(Application pg. 61)</i>	Annual reports provided through use of assurance framework at ExCo.	1 and 2	July 2017	December 2017  Carried out annually	Deans PSDs Director of Strategic Planning & Performance	Deans PSDs
5.12 Equality and diversity representatives to provide updates on the progress of the institutional Action Plan and its implementation within their School or Professional Service.	All <i>(Application pg. 61)</i>	Reports provided to ASIG, Equality Committee and ExCo.	2	July 2017	December 2017  Carried out annually	Equality and Diversity reps Deans PSDs	Equality and Diversity reps

## **Glossary of Acronyms**

AHSBBL	Arts, Humanities, Social Sciences, Business and Law
ARC	Audit & Risk Committee
ARQM	Annual Research Quality Monitoring
AS	Athena SWAN
ASIG	Athena SWAN Implementation Group
BAME	Black and Minority Ethnic
Cass	Cass Business School
CGNC	Corporate Governance & Nominations Committee
CIO	Chief Information Officer
CLS	City Law School
DARO	Development & Alumni Relations
DIFC	Dubai's International Financial Centre
DP	Deputy President
ECU	Equality Challenge Unit
EIA	Equality Impact Assessment
EMBA	Executive Master of Business Administration
EPA	Equal Pay Audit
ET	Executive Team
ExCo	Executive Committee
FTC	Fixed-Term Contract
FTE	Full-Time Equivalent
FPE	Full Person Equivalent
GE	Gender Equality
GEAG	Gender Equality Advisory Group
GESG	Gender Equality Steering Group
GEWG	Gender Equality Working Group
HE	Higher Education
HEA	Higher Education Authority
HESA	Higher Education Statistics Agency
HEIDI	Higher Education Information Database for Institutions
HoD	Head of Department
HR	Human Resources
IT	Information Technology
KIT	Keeping In Touch
KPI	Key Performance Indicator
LEaD	Learning Enhancement & Development
LGBT+	Lesbian, Gay, Bisexual & Transgender (and other sexual and gender groups)
MA	Master of Arts
OD	Organisational Development (within HR)
PGR	Postgraduate Research
PGT	Postgraduate Taught
PhD	Doctor of Philosophy
PI	Performance Indicator
PSD	Professional Service Director
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RISES	Recognising Individual Staff Education Status
SASS	School of Arts & Social Sciences
SAT	Self-Assessment Team
SHS	School of Health Sciences

SIPCo	Strategy, Implementation & Performance Committee
SMCSE	School of Mathematics, Computer Science & Engineering
SP&PU	Strategic Planning & Performance Unit
STEMM	Science, Technology, Engineering, Mathematics & Medicine
ToR	Terms of Reference
UCEA	Universities & Colleges Employers Association
UG	Undergraduate
VHPL/VL	Visiting Hourly Paid Lecturer/Visiting Lecturer
VP	Vice-President
V&S26	Vision & Strategy 2026

## Definitions of Terms

30% Club	The 30% Club launched in the UK in 2010 with a goal of achieving a minimum of 30% women on FTSE-100 boards. The 30% Club aims to develop a diverse pool of talent for all businesses through the efforts of its Chair and CEO members who are committed to better gender balance at all levels of an organisation.
Academic role profiles	Outline the role and responsibilities of the role for each level e.g. Lecturer and role type (Education & Research, Education). The role profiles form part of the career pathway for academic staff.
Academic Levels	Lecturer, Senior Lecturer, Reader, Associate Professor and Professor
Actual hours workload model	This model is based on an estimate of the actual number of hours a task will take. These models reflect the provisions of City's current industrial agreement (e.g. average of 37.5 hours per week, maximum of 24 hours per week on teaching and teaching related duties during semester) and usually cover a wide range of academic duties.
Additional payments	These include: responsibility allowances, market supplements, personal elements and other payments
Aurora	Launched in November 2013, Aurora is our women-only leadership development programme run by the Leadership Foundation. Aurora is for women up to senior lecturer level or the professional services equivalent working in a university, college or related organisation who would like to develop and explore issues relating to leadership roles and responsibilities.
Comparator Universities:	Bath, Durham, East Anglia, Exeter, Imperial, King's, Lancaster, Leicester, Liverpool, Loughborough, LSE, Queen Mary, Reading, Surrey, Sussex, UCL and York
Contact hours workload model	Through this model of workload allocation typically a Department or School will have a target number of contact hours per teaching week. Allowance for various duties (e.g.

coordination, supervision, administrative duties) will reduce the total number of hours required for teaching. These models do not differentiate between the types of contact (e.g. lecture, tutorial and laboratory) and include an assumption that for every hour of teaching, an academic will be involved in a range of teaching related duties, such as preparation, marking, student consultation etc.

London Pre 92 Universities:

Birkbeck, Brunel, City, Goldsmiths, Imperial, King's, London Business School, LSE, Queen Mary, Royal Holloway, SOAS, St.George's, UCL

Points based workload model

Under this model points are typically allocated for teaching and a wide range of other duties using a set number of points for specific activities (e.g. coordination or committee membership) and/or various formulae for determining the level of workload involved.

Red circled

This is the form of salary protection (personal element) given to Professors who were assimilated to the Professorial Banding structure and salary scales in 2012.

SpringBoard

The Springboard Women's Development Programme run by the SpringBoard Consultancy enables women to identify the clear, practical and realistic steps that they want to take to make a better world for themselves at work and home, whilst building the practical skills and confidence to take these steps.



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